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Current practices in Home Economics education particularly with reference to Alberta.

UNIVERSITY OF ALBERTA

CURRENT PRACTICES IN HOME ECONOMICS EDUCATION PARTICULARLY WITH REFERENCE TO ALBERTA

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CHAPTER I

INTRODUCTION

The Situation

"The Home - the Basic Institution of Society" - was the challenging theme chosen for the fifth conference of the Canadian Home Economics Association which was held in Calgary in August 1948. The theme was a timely one, expressing the opinion of thoughtful educators and statesmen throughout the land.

The growing realization of the importance of the home in the modern world has through the years modified the aims and objectives of school curricula related to homemaking activities. Today's homemaker must of necessity possess many skills. She must be something of an economist, something of a scientist, something of an artist. Above all she must have an appreciation of human relationships. In the continuously and rapidly shifting scenes of our modern world, the individual feels a need for something permanent. As the physical aspects of our homes are modified we become more aware of the need to discover the human factors that make for good homes.

The common objective in all branches of the subject-matter field of home economics must be to determine how each can contribute to strengthening the homes of our land and how the school can assist the home to become a more stabilizing

influence in our social scheme.

Home economics in the school program is directed towards increasing satisfactions in personal and family living and in raising the level of family life. While this is the main objective of all home economics education, the high school program in home economics also offers specific preparation for certain types of remunerative employment.

Modifications in home economics curricula have come about largely through changes in the social situation on the one hand and through the acquisition of new knowledge and new experiences on the other.

The Problem.

To what extent is home economics education directed towards strengthening Canadian homes and more particularly Alberta homes?

The Present Study.

The purpose of the present study is to consider the home economics situation in the intermediate and high schools in Alberta and elsewhere with a view to examining the aims and objectives of the courses offered and the procedures employed in achieving them.

The procedure will be to examine the periodical literature on home economics education, to consult the courses of study in home economics in the various provinces, to consult the files of the Department of Education of the

Province of Alberta, and to carry out a testing program in Grade IX classes in Edmonton schools and in the first year classes in the Department of Household Economics at the University of Alberta.

CHAPTER II

THE HISTORY OF HOME ECONOMICS EDUCATION

While the science of home economics has a history of not more than seventy or eighty years, homemaking is as old as the family itself. The education of girls, since earliest primitive times, has never for any appreciable period neglected training for home mangement and family living. The early idea, however, was that these things were merely matters of skill and practice, best learned at home, and of no direct concern to any save housekeepers and their helpers. The need for formal education for home life was not generally recognized, though Xenophon, in the Oeconomicus, recorded a discussion in which Socrates approved of instruction being given to girls in the management of the household. In outlining the duties of a wife as suggested by her farmer husband, he put these words into the farmer's mouth:

> "I am paying into the common stock all that I have, and you have put in all that you brought with you and we are not to reckon up which of us has contributed the greater amount, but we should know of a surety that the one who proves the better partner makes the more valuable contribution.
>
> "Your duty will be to remain indoors and send out those servants whose work is outside and superintend those who are to work indoors, and to receive the incomings, and distribute as much as must be spent, and watch over as much as is to be kept in store, and take care that the sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those that want them. You must see, too, that the dry corn is in condition for making food.

"Let us choose the place that each portion should occupy. How good it is to keep one's stock of utensils in order, and how easy to find a suitable place in a house to put each in. How beautiful it is to see cloaks of all sorts and conditions kept separate, or blankets, or brazen vessels, or table furniture.

"In appointing the housekeeper, we chose the woman whom, on consideration, we judged to be the most temperate and who seemed to have the best memory, to be most careful not to offend us by neglecting her duties. We also taught her to be loyal to us by making her a partner in all our joys and calling on her to share our troubles. Moreover we trained her to be eager for the improvement of our estate, by making her familiar with it and by allowing her to share in our success."[1]

It will be noted that many of Socrates comments are applicable to the well-run home of today.

In the United States.

The nineteenth century marked the beginning of formal home economics training on this continent. In 1822, Catharine E. Beecher established a private school for girls where she taught "domestic economy". Then came Mrs. Mary Hemenway, who succeeded in 1863 in having cooking and sewing taught in one of the public schools in Boston. Nine years later, the legislature of Massachusetts passed an act which provided for sewing and other industrial education in the public schools of the state.[2] The movement to include sewing and cooking in the public school curriculum spread

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[1]Nettleton, Bertha E., "The Early Days", Journal of the American Dietetic Association, November, 1948, pp. 979, 980.

[2]Ibid., p. 980.

rapidly throughout the Eastern States in the next two decades. Courses at college level were offered in the early 1870's at the University of Illinois and at Iowa State and Kansas Agricultural Colleges.

Considerable impetus was given to the movement by the World's Fair at Chicago in 1893. As a result of the Woman's Congress of the Chicago Exposition, the National Household Economics Association was formed. For ten years this association worked in promotion of efforts to raise the standard of living. It then merged with the Committee on Household Economics of the General and State Federation of Women's Clubs since the aims and objectives of the Association had become incorporated in the interests of the General and State Federation of Women's Clubs.[1] Also at the Chicago Fair, the Rumford Kitchen was exhibited. This was the workingman's home, which was planned and supervised by Mrs. Ellen Richards. In this exhibit she tried to show how a family could live on $500 a year. In connection with the demonstration home a series of pamphlets related to foods and nutrition was prepared by leading authorities in scientific fields. At this Fair, too, the United States Department of Agriculture showed a collection and analysis of foods from all over the world. This display stimulated W. O. Atwater's nutritional investigations which were authorized by Congress

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[1] Ibid., p. 980.

in 1894.[1]

In 1896, the New York State Regents decided to give household science a place in the examination for college entrance. Melvil Dewey, Director of the New York State Library, knew Mrs. Ellen Richards' fame as a crusader in the problems of the home and invited her to the Dewey summer camp at Lake Placid to talk over the examination. Mrs. Richards was glad to have this opportunity to discuss her reforms with a leader in the field of education. The visits were repeated and, in 1898, Mr. and Mrs. Dewey invited Mrs. Richards to speak on domestic problems before several members of the Lake Placid Club. Following this, in 1899, the Lake Placid Conference was called. Eleven persons attended the first conference. Among them were editors of women's magazines, social workers and outstanding teachers and lecturers in the field of home economics.

At the first Lake Placid Conference the new field of higher education was given the name "Home Economics". (Home - meaning the place for the shelter and nurture of children or the developing of self-sacrificing qualities and of strength to meet the world; economics - meaning the management of the home on economic lines as to time and energy as well as money.) "It is the economy of human mind and force that is most important, and as long as the nurture

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[1] Ibid., p. 980.

of these is best accomplished within the four walls of a home, so long will the word home stand first in our title", declared Mrs. Richards.[1] Her purpose in sponsoring an organized home economics movement was through education to find ways and means to foster all family welfare and prevent the disaster of family disintegration.

The Lake Placid Conference continued for ten years with attendance by invitation of Mrs. Richards or Mrs. Dewey. During the first five years much time was spent in developing courses of study. In the proceedings of the second conference mention is made of several new topics. These included vocational and evening schools, extension work and hospital dietaries. Delegates from Canada and the United States attended this and succeeding conferences. At the third conference, the fifty-four persons present represented public schools, colleges, universities, hospitals, magazines, the United States Department of Agriculture, women's clubs, and other organizations. With each new year the number attending the Lake Placid Conferences increased and the scope of subjects broadened and shifted in emphasis. Such subjects as safe food, dietaries for students, protein metabolism, nutrition, the dietitian, public health, the school lunch, and home economics from a physician's point of view were discussed, but always with the benefit to the family and to

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[1] Ibid., p. 982.

the management of the home as the objective. At the tenth conference it was decided to make the organization national under the name of the American Home Economics Association. The objective of the newly organized association was to improve the conditions of living in the home, the institutional household and the community.[1]

With the exception of the first conference, Canadian delegates were in attendance at all sessions. At four of the sessions, reports were given on the progress of home economics education in Canadian schools and colleges.

The Lake Placid Conference gave home economics a start; the American Home Economics Association confirmed and added strength to its progress and the government provided the tools with which to do a better job by means of federal acts. With the exception of trades and agriculture, no other form of education received the amount of federal aid in the United States as was given to home economics. The most important acts of congress affecting the growth of home economics education are:

1. The Smith-Lever Act, 1914, which was an appropriation for carrying on extension work in home economics and agriculture among persons outside the agricultural colleges.

2. The Smith-Hughes Act, 1917, which provided an

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[1] Baldwin, K., "The A H E A Saga", Journal of Home Economics, 38: 216, 1946.

appropriation to promote vocational education in agriculture, home economics and the trades, the emphasis in home economics being in day and evening schools.

3. The Parnell Bill, 1925, which provided funds for home economics research, a new phase in home economics.

4. The George-Reed Act, 1929, which was an appropriation to expand the development of home economics especially in the application of funds to salaries of state supervisors.

5. The George-Deen Act, 1937, which provided funds for adult education in homemaking, trades and agriculture in rural and urban communities.[1]

Before the passage of the Smith-Hughes Act there was almost no uniformity in the public schools as to terminology of home economics courses, the scope of courses offered or the number of hours allotted to each course. In some states and cities home economics was offered as early as the fifth grade and in others not until high school. Many of the departments occupied unattractive basement rooms and little was accomplished except actual cooking of single products and simple sewing. Requirements for teachers varied and it was not uncommon for the home economics teacher to be responsible for teaching physical education and general science.

The strong organization of the land grant colleges in the north gave home economics greater publicity and provided most of the teachers in this field. In the south women were

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[1] Craig, Hazel T. The History of Home Economics, Practical Home Economics, New York, 1945, pp. 23, 24, 25, 26.

educated in women's colleges rather than land grant colleges. Each of these colleges worked independently and home economics did not receive much attention or publicity.

In 1911 North Carolina took action toward establishing Farm Life Schools in rural sections so that boys and girls might be trained in practical work typical of farm living. By 1916 there were twenty-one of these schools in which 1382 girls were enrolled. In the same year the Texas legislature provided means for establishing rural high schools with agriculture and home economics departments. During the first year forty-nine schools were established with nine per cent of the teachers graduating from "colleges of high rank". By 1912 the State of Virginia had a total of 14,462 girls enrolled in domestic science. Louisiana in 1912-13 reported approving forty-four departments of domestic science, six of which were in New Orleans. A number of southern states - Louisiana, Arkansas, Oklahoma, Mississippi and Texas - had published courses of study and others showed marked interest in the subject.[1]

Statistics given in the Federal Board of Vocational Education Bulletin No. 37 (1918) indicated that 3161 or twenty-six per cent of the public high schools in 1915-16 offered home economics programs. By 1921 the number of high schools with home economics departments had increased to

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[1] Home Economics in Ten Southern States. Columbia University Bulletin, No. 289, p. 25.

more than 8000. During the early 20's a practice in many states was to allow a student to elect one of four courses - home economics, trade, business or liberal arts - and to adhere rather rigidly to this program. However, in view of the fact that most of the students would eventually become home-makers, many schools soon allowed an elective in household arts.

It was a general practice to require home economics in the seventh and eighth grades from the early 1920's, although some schools required the subject in the fifth and sixth grades. By this time few states employed teachers with less than two years' training. Nine states required a four-year course for home economics teachers. The requirements for teachers increased until by 1927 all but two states required a four year course.

The subject matter of home economics was greatly extended during this period. The course in most states included units in child care, family and community relationships and home management as well as cooking and sewing. In nearly half of the states the plant and equipment were of the home-making cottage type.

In 1938-39 the United States Office of Education made a survey of current practices in home economics. A questionnaire was sent to every junior and senior high school in the forty-eight states, the District of Columbia, Alaska, Hawaii and Puerto Rico. The study covered the number of

schools offering home economics, the number of pupils enrolled, the grade level at which the subject was offered and the general scope of the program. The table below is a summary of the results of the survey.[1]

TABLE I

ANALYSIS OF THE SURVEY OF ENROLMENT IN HOME ECONOMICS IN THE UNITED STATES 1938-39

	Number	Per cent
High schools filing usable returns	14,121	53
High schools offering home economics	10,197	73

High schools offering home economics

	Pupils Enrolled	Pupils Pursuing Home Economics
Boys	2,831,091	28,899 **
Girls	2,333,412	1,135,040 ***
Total	5,164,503 *	1,163,939

* This total represents 70% of the high school population.
** This figure represents 1% of the boys.
*** This figure represents 49% of the girls.

Home economics was offered in ninety per cent of the schools in cities with a population of 2500 or more, in sixty-five per cent of the villages and in fifty-seven per cent of the rural schools. All over the country only one per cent of the boys were enrolled in home economics although the Pacific region reported four per cent in grades nine to twelve. Home economics was required in ninety-one

[1] Household Arts Review, Vol. 11, No. 2, p. 11.

of the cases where it was offered in the seventh and eighth grades and in fifty-three per cent or less in those schools where it was offered in higher grades. Thirty-five per cent of the girls graduating from high school had no home economics work.

Home projects and home visits were an important part of the program in schools reimbursed from federal vocational funds. Courses in clothing and foods were offered as frequently in non-reimbursed as in reimbursed schools. Courses in family relations, the home, child development, home nursing, consumer buying and home management were not offered in quite as many non-reimbursed as reimbursed schools.[1]

In 1940 the government again recognized the value of home economics training in the appointment of Dr. Muriel Brown to the new position of consultant in family life education in the Home Economics Education Service of the United States Office of Education. In the same year President Franklin D. Roosevelt called the Fourth White House Conference whose theme was Children in a Democracy. The conference presented home economists with a better basis for developing all phases of home and family life.

When the National Institute on Education and War was held in Washington in August of 1942, attention was directed toward practical courses in home economics such as nutrition,

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[1] Ibid., pp. 12-15.

sewing, home management and care of the sick. Other topics which received consideration were extra curricular activities such as the school lunch; student participation in the war effort through the Junior Red Cross, Boy Scouts, Girl Guides, etc.; a health program; community contributions in connection with utilizing available products,promoting salvage, and co-operating with defense agencies in combatting juvenile delinquency.

In 1944 this work was extended when the American Home Economics Association and the United States Office of Education organized student clubs on a national, regional and state basis with students holding office in each division and an advisory committee helping to direct the program. By the following year there were 2,067 of these clubs with a total enrolment of 75,639 girls.

In Canada.

The formal beginning of homemaking education in Canada grew out of the same social needs and demands which had led to its establishment in the United States. Its early development was greatly influenced by practices in both the United States and Great Britain.

Early records show that in 1670 Louis XIV gave one thousand francs to the sisters of a Montreal convent for the purchase of wool and the teaching of knitting and sewing

to Indian girls.[1] It was not, however, until the close of the nineteenth century that any real development took place in home economics education in Canada. Its rather rapid progress at that time was largely the result of the efforts of three philanthropists and educationalists - Sir William Macdonald, Mrs. Adelaide Hunter Hoodless and Mrs. Lillian Massey Treble.[2]

The enterprise fostered by Sir William Macdonald, a wealthy merchant of Montreal, was known in educational literature as the Macdonald Movement. It covered many phases of education, among them manual training, household science, seed-growing and school gardens. Centres for instruction in these branches of education were established by Sir William Macdonald in many parts of Canada. Funds for their maintenance were provided for a three-year period, at the end of which the institutions passed into the control of the local school system.

In 1891 Mrs. Hoodless started classes in homemaking in connection with the Y. W. C. A. in Hamilton. These classes paved the way for the first normal courses for domestic

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[1]Beaudoin, Rachel, "Home Economics in Quebec", Practical Home Economics, April, 1947, p. 217.

[2]Moxon, Mary C., "The Development of Home Economics in Canada", Journal of Home Economics, March, 1936.

science teachers and for the introduction of domestic science into the elementary school system in 1899. Then she interested Sir William Macdonald in providing funds to build a home economics centre at Ontario Agricultural College at Guelph. In 1903 The Macdonald Institute was opened at Guelph and a Normal course in Domestic Science was offered.

A course in homemaking for girls and young women was set up by Mrs. Treble at Victor Mission in Toronto. The curriculum was expanded in 1901 to provide a two-year normal course. In the following year the Household Science Department of the University of Toronto was established. This expansion was largely a result of Mrs. Treble's enthusiasm and generosity. Here the first degree course in household science in Canada was offered. In 1908 Mrs. Treble donated a new building to house the department.

With the division of Canada into provinces, the provision of educational facilities became a function of each provincial government. But before the progress of home economics education in the individual provinces is considered, two national organizations deserve mention. The first of these was the Canadian Dietetics Association which was founded at Ottawa in 1936. Its interests centred in hospital and institution feeding and management and in nutrition and public health. The second was the Canadian Home Economics Association which was founded at Winnipeg in July, 1939. It is intimately concerned with the

improvement of all aspects of the home and family life.

In the Maritime provinces an early start was made in home economics education. In Nova Scotia, as a result of the Macdonald fund, schools for domestic science were established about 1899 at Halifax and Truro. The first teachers came from the United States and England. In 1900 a teacher-training course was commenced in connection with the provincial normal school and was known as the Truro School of Household Science. With the local training of teachers, other centres were soon established at Sidney, Glace Bay, Windsor, Yarmouth and Lunenburg. A course was given in Acadia Seminary at Wolfville in 1902. This later developed into a two-year course, and in 1925, through the co-operation between the seminary and Acadia University, a course leading to the degree of Bachelor of Science in Household Science was established with Miss Frances McNally as director. By 1905 a course was given in twelve schools in the province with 1600 pupils enrolled. The Department of Education prescribed the equipment, course of studies and teacher qualifications, and paid a grant of up to $600 per year to each centre. The integrated plan of teaching home-making is used in most of the schools of Nova Scotia today. Instruction in home economics is given to girls in Grades VI to XI inclusive. A course of studies in homemaking for boys is also provided by the Department of Education. An attempt is made to provide for all races. Nova Scotia has

many schools for colored children and in these schools home economics is taught by a colored teacher who is on circuit and uses an equipped station wagon for travelling from place to place. There are also two circuits in the French speaking area.

In New Brunswick domestic science began in the public schools about 1902. The government paid half the cost of installing the centres and provided an annual grant of $50 to each centre. By 1908 the grant had been increased to $200 to the five centres which were then in operation.[1] Today courses are given in Grades VII to XI. The present program is based on the interests, needs and abilities of the students and employs teacher-parent-community planning. The first teacher training in the province was provided at Mount Allison College, sackville, through the generosity of Mrs. Lillian Massey Treble. The two-year program given at that time developed into a four-year degree course in 1924.

Prince Edward Island has had very little organized home economics work in the schools, although the Macdonald fund equipped centres at both Charlottetown and Summerside about 1905. Teachers received some training in home

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[1] Moxon, Mary C., "The Development of Home Economics in Canada", Journal of Home Economics, March, 1936, p. 150.

economics in the provincial normal school. Some sewing was taught in the country schools and certain of the convent schools. With the appointment of a Supervisor of Home Economics in July 1948 plans are being laid for an extension of the home economics program in the educational system.

In Quebec there was no early popular demand for home economics education in the schools. No government grant was paid and no control was exerted. Convent schools provided courses in sewing, cooking and household management in 1882. These courses were taught by nuns trained in France. The Catholic Committee of the Council of Public Instruction introduced home economics into the curriculum of public and normal schools in 1922, but it was not until 1937 that the courses were made compulsory. The Division of Home Economics, Department of Education, Quebec, has now under its jurisdiction thirty-two regional secondary schools in all parts of the province in which a four-year course is given in domestic science, and sixty-one intermediate schools in which a two-year course is given.[1]

Home economics has been taught in the public schools of Montreal since 1902. Sewing and cooking courses are compulsory in the sixth and seventh grades in the Montreal

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[1] Beaudoin, Rachel, "Home Economics in Quebec", Practical Home Economics, April, 1947, pp. 217-219, 258-260.

schools where there are twenty-two centres serving fifty-two schools. In 1932 the Department of Protestant Education at Quebec established home economics as an elective subject in the secondary schools and gave it matriculation credit.[1] Teacher training has been carried on at Macdonald College since its establishment in 1906 at Ste. Anne de Bellevue by Sir William Macdonald. In the one-, two- and three-year courses offered, special attention was given in fitting teachersto meet the needs of pupils in the rural areas of the province. In 1919, an agreement with McGill University resulted in the establishment of a four-year course leading to the degree of Bachelor of Science in Household Science. Two of the pioneer workers in home economics at Macdonald College were Miss Katharine Fisher, the present director of Good Housekeeping Institute, and Miss Bessie Philp.[2]

In Ontario, after the introduction of home economics into the public schools at Hamilton by Mrs. Hoodless in 1899, the movement spread rapidly. With the aid of the Macdonald fund public school centres for the work were established at such places as Toronto, Waterloo, Guelph and Ottawa. Nine public and high schools were offering courses

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[1] Beaudoin, Rachel, "Home Economics in Quebec", Practical Home Economics, April 1947, p. 258-260.

[2] Moxon, Mary C., "The Development of Home Economics in Canada", Journal of Home Economics, March 1936, p. 151.

in 1904, sixteen schools in 1905, and twenty-three in 1908. Since that time the growth has been steady and rapid. Today courses are offered in one hundred and fourteen high school centres, one hundred and seven vocational centres and one hundred and sixty-six intermediate centres. The course is now compulsory in the ninth grade and optional in all other grades from seven to twelve.

Many factors contributed to the rapid growth of home economics education in Ontario. From the beginning of the century, the government provided an annual grant of $200 plus part of the teacher's salary and part of the cost of the equipment. In 1908 a woman supervisor was appointed to contact school boards with the object of encouraging the establishment of home economics classes. The course of studies and teacher qualification were subject to the approval of the Department of Education.[1]

At Belleville School for the Deaf and Dumb, a course in home economics has been given to all girls and some boys since 1902.

Miss Mary Urie Watson directed teacher training at the Ontario Agricultural College at Guelph for nearly twenty years. She exerted such a tremendous influence through her vision, foresight and power of organization that she

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[1] Clarke, Mary A., "Home Economics in Ontario", Practical Home Economics, December 1947, pp. 660-661.

became a national figure in home economics work. Her influence was felt not only in Canada but in the United States, England and other countries. She took an active part in many of the Lake Placid Conferences and was elected a councillor of the American Home Economics Association when it was first organized. Teacher training was carried on at the University of Toronto also. Here the work was organized under the capable leadership of Miss Annie Laird in 1901.[1]

During the First World War, the demand for dietitians for military hospitals made rapid expansion of university home economics departments essential. Following the war, the demand continued to increase for trained dietitians in commerical and institutional food service. In 1939 specialized training was again required for the armed services, and colleges adapted the home economics program to meet this demand. In 1940 the Government of Ontario set up a visiting homemaker service to assist in problems of child care, home management and nutrition.[2]

In Manitoba sewing was introduced into the elementary classes of the Winnipeg schools under the direction of Miss Halliday in 1903. In the same year Mrs. Lillian Massey Treble of Toronto equipped a department of household science

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[1] Clarke, Mary A., "Home Economics in Ontario", Practical Home Economics, December, 1947, pp. 660-661.

[2] Ibid., pp. 693-694.

in the University of Manitoba and paid the instructor's salary for the first year of operation. Miss Lennox organized the work but after three years the university decided to discontinue it. Miss Lennox then started cookery classes in the Alexander School in Winnipeg where a room was equipped through the Macdonald fund.[1] These classes marked the beginning of organized home economics classes in Winnipeg schools.

Between 1911 and 1921, classes were started at Brandon, Dauphin, Verden and Portage la Prairie but no government assistance was provided and in 1925 all these classes were discontinued because of financial difficulties. In the 1930's rapid progress was made in reinstating home economics classes. In 1936 Winnipeg operated twelve home economics laboratories and twelve household arts centres with a staff of thirty-one teachers and an enrolment of over six thousand students.[2] In the Manitoba School for the Deaf, a home economics course was instituted in 1917 and has continued in operation ever since.

In the Provincial Agricultural College home economics work began with a summer course in 1910. The course was rapidly expanded, and in 1915 a Bachelor of Science degree

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[1] Moxon, Mary C., "Home Economics in Manitoba", Journal of Home Economics, November, 1936, p. 609.

[2] Ibid., p. 610.

in Home Economics was offered. Twenty years later, the division of Home Economics had an enrolment of two hundred and thirty-five students, the second highest in Canadian Universities.[1] A three year course is now required for a home economics degree.

The first home economics classes in Saskatchewan were started in Regina in 1909 under Miss Joan Hamilton. Miss Abbie De Lury established the work in the Moose Jaw schools shortly afterward, and soon there were centres in Saskatoon, Yorkton, Moosomin and elsewhere. Some of these centres were later closed because of economic difficulties. Following the depression many of these centres were re-opened.

A course in household science was given in the Provincial Normal School at Regina in 1908, and in 1917 home economics work began at the University of Saskatchewan under the leadership of Mrs. Rutter.[2] This has now become a four year course.

In Alberta the first home economics centre was opened in Calgary in 1910. Under the Macdonald fund, a centre was equipped in a business block. Later classes were transferred to permanent quarters in Connaught School. The first teachers were Miss Ann Morrison of Ontario and Miss Margaret Stewart of New Brunswick. A start was made in Edmonton about

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[1] Moxon, Mary C., "The Development of Home Economics in Canada", Journal of Home Economics, March, 1936, p. 152.

[2] Ibid., p. 152.

the same time. In 1912 Miss McAdams was appointed supervisor of household science for the city. Later Miss Florence Hallock directed the work.

At first sewing was taught in Grades V and VI and foods and home management in Grades VII and VIII. These classes were compulsory. In 1916 the Department of Education started a high school course for Grades IX and X. In 1918 home economics was introduced into the University of Alberta and a degree course was offered. The work here was organized by Miss Mabel Patrick.

In 1913 home economics was introduced into the Normal Schools in Calgary and Camrose. In Calgary Mrs. Catharine Gossip (the former Miss C. T. McCaig) directed the work. In Camrose Miss Margaret Stewart was in charge. Courses were started in the Edmonton Normal School in 1919 with Miss A. Hastie as instructor. Home economics was discontinued in the normal schools in 1927 as it was thought that the classes took too much time and interfered with academic work. Part of the course was integrated in the health and education program. In 1943 home economics in teacher training was revived under the Faculty of Education.

During the depression, financial stress caused many centres to be closed, but since 1940 there has been a rapid growth in home economics education. Today courses are offered to intermediate and high school students in most

of the school divisions as well as in all the larger towns and cities.

In 1906 in British Columbia a centre was equipped at Victoria for home economics instruction under the Macdonald fund. Courses were established in Vancouver three years later.[1] In 1926 fifty-seven centres located in twelve cities and four rural areas were offering courses in this field. In the same year the first provincial director of home economics, Miss Jessie L. McLenaghen, was appointed. The following year home economics was granted matriculation standing and was considered the equivalent of a science or a language for university entrance requirements. During the same year, the course of studies was revised and the equipment of the centres was adapted to the new program.

In 1943 the Department of Home Economics of the University of British Columbia was established in Vancouver. It provided a three-year course. In 1947 the department had an enrolment of two hundred and sixteen students.[2]

The majority of Canadian universities now offer a degree course in home economics. With the exception of the Universities of Toronto and Saskatchewan, a three-year

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[1] Black, Charlotte S., "Home Economics in British Columbia", Practical Home Economics, November 1947, p. 588.

[2] Ibid., p. 589.

course for students entering with senior matriculation standing is required. At these two universities a four-year course is given. The longer course makes it possible to provide a more rounded training which in turn results in a broader program in the intermediate and high school.

CHAPTER III

THE AIMS AND OBJECTIVES OF HOME ECONOMICS EDUCATION

Home economics was introduced into the public schools at a time when the emphasis upon industrial arts was strong. Its first purpose was the teaching of cooking and needlework and interest was almost wholly centred upon acquisition of these skills. "Reasons why" soon became a part of the problem, and science and art were brought into the subject. Economics, sociology and psychology have made their contributions to the field and today we find home economics education striving towards a composite of understandings, attitudes, habits and skills which are needed in home living and homemaking.

The shift away from the manipulative skills as the major interest to a wider conception that also includes child development, family relationships and the social and economic problems of the family has been more rapid in Canada and the United States than in European countries. Much of the credit for this rapid progress in American rests upon Mrs. Ellen Richards and the other delegates of the Lake Placid Conference. Aims and objectives in home economics were discussed in detail at these meetings and the Conference recommended that the basic aim should be to teach the American people, chiefly through the medium of the schools, the management of their homes on economic lines

as to time and energy.[1] Mrs. Richards brought to the conference her clearly defined conception of the ideal home. It should be unhampered by the traditions of the past. It should utilize all the resources of modern science to improve home life. It should be freed from the dominance of material things and should focus its attention on ideals. The home should express simplicity in material surroundings in order to free the spirit for the more important and permanent interests of the home and society.[2] The conference expressed the opinion that satisfying homes are basic to our society and necessary for its development and progress, even for its survival. For this reason the conference advocated improvement in instruction in home economics in order to develop students in schools and colleges into better family members, better parents and better citizens. Thus modern home economics developed out of a concern for the betterment of home and family living.

The content and goals of education have varied from time to time but they have always been closely identified with the type of society in which they function. As civilization has progress, changes have been reflected in the classroom. When homemaking was first introduced into

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[1] Baldwin, Keturah E., "A. H. E. A. Saga", Journal of Home Economics, Vol. 38, 1946, p. 219.

[2] Ibid., p. 220.

the schools, life was more rural and simple in its demands than at the present time. Fewer books in home economics were available and the conventional method of teaching was based on memorization and imitation. Many inventions affected the home causing drastic changes in family life. The processes of baking, canning, laundering and sewing have been transferred in many instances from the home to commercial concerns. Mechanical products manufactured for the home such as electric stoves, vacuum cleaners and refrigerators have added to the comforts of living and have changed the nature of household labor. While much of the drudgery associated with housekeeping is thus reduced, the homemaker's task is not necessarily an easier one. More time is required in planning nutritious meals, in budgeting the family income, in intelligent buying, in child care and training and in other activities related to the home and community. Many changes in home economics curricula have come about largely through changes in the social situation and through the acquisition of new knowledge and new experience. Home economics cannot be static because it is part and parcel of the changing life of the community. Neither can it be standardized because no two communities or contingent neighborhoods are uniform in living standards and home ideals.[1]

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[1] Winchell, Cora M., Home Economics for Public School Administrators

The aims and objectives of home economics education have also borne a close relationship to the major trends in secondary education. In 1893 the famous Committee of Ten stated that the main function of the high school was "to prepare for the duties of life that small portion of all the children in the country - a group small in number but very important to the welfare of the nation - who show themselves able to profit by an education continued to the eighteenth year and whose parents are able to support them while they remain so long at school."[1] Pupil selection, intellectual and economic, was marked as a contemporary and approved characteristic of the public secondary schools. In 1918 the Commission on Reorganization of the Secondary Schools expressed the new philosophy that was coming into educational thought when they asserted that, "Education shall be so reorganized that every normal boy and girl will be encouraged to remain in school to the age of eighteen."[2] Secondary education for all youth has long since become one of our educational tenets and continues to move toward full realization in fact. Universal secondary education means increasingly diversified interests, abilities and needs in the student body. Practical courses were welcomed and

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[1] Willing, Mathew H., "Home Economics in Relation to Major Trends in Secondary Education", Journal of Home Economics, vol. 28, p. 221, 1936.

[2] Ibid., p. 221.

encouraged at first by school authorities because they constituted a "dumping ground" for the rapidly growing number of pupils who were unable to grace the academic courses. While the practical arts thrived even under the stigma of such a policy, teachers in these fields gradually made their resentment felt, and it has become rather common for home economics teachers today to insist on the intellectual respectability of their field and to seek to encourage pupils of average and superior intelligence to enrol in home economics classes.

Another trend in modern education has been the downard and upward extension of the high school. The process of including the junior high school is progressively obliterating many traditional distinctions between elementary and secondary education. Extension upward is not so marked but some progress has been made in the direction of the junior college. This extension has greatly increased opportunity in the home economics field but has raised problems of selection of content and adjustment of method.

The trend towards auto-control is reflected in the procedure of curriculum-making being assumed by specialists and teachers in the secondary schools rather than being handed down by university authorities. The majority of text books are now written by superintendents, principals, supervisors, teachers and students of educational method. It is possible that home economics in the high school has

never been under the control of colleges or that college influence, if it has been exerted, has been more than usually intelligent and sympathetic. It would be unfortunate for high school home economics ever to come under a control that would make it solely a preparation for college home economics. The problems of the secondary school are only in a small way the problems of the college.

One of the cardinal principles set forth by the 1918 Commission on the Reorganization of Secondary Schools was that in order to determine the main objectives that should guide education in a democracy, it is necessary to analyze the activities of the individual.[1] The rise of home economics in the high school is itself significant of this trend for it shows an explicit recognition of a major category of social existence, that of homemaking. Constant watchfulness is required here as elsewhere in order that what is taught shall have direct and relatively important bearing on the contemporary life. Only continuous reference to life as it is being lived enables the curriculum-maker to select and organize content that is timely and genuinely functional. Flexibility of program and sensitivity to changing social usage should be first principles for home economics teachers. Social functionalism implies more than the mere

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[1] Ibid., p. 224.

teaching of useful facts and techniques. It implies building up attitudes and dispositions that will insure use. Thus the teaching of foods and dietary values which does not produce a distinction between the daily food of those who take home economics and those who do not appears to be lacking in some essential factor.

The trend in secondary education to a more comprehensive social functionalism has resulted in an effort to make the home economics course cover homemaking more and more completely. Such divisions of the field as family-life relationships, household equipment, time and energy management, family economics, foods and nutrition, clothing and textiles, and child care, reveal the broad reach of instruction today.

The trend toward individualization is effected mainly through curriculum adjustment to meet individual needs. A plan frequently employed by home economists for providing individualization is the development above the first or basic courses of many types of short or special units from which pupils can make choices. To meet the needs in other communities, emphasis is placed upon teacher-pupil-parent planning of units of work.

The trend toward curriculum integration in the high school is reflected in the tendency to organize courses into a pattern of correlated subjects or a core program centred around an area of living. In home economics there is an

integrating centre which is concrete and obvious, namely, the home.

The trend toward emphasis on the higher mental processes is a reaction against memorizing and reveals a growing concern for reasoning and critical thinking. Problem-solving is and should be an important aspect of the home economics curriculum. Units of work are frequently set up as problems to be solved on the basis of individual or group activity.

Finally the trend toward activism leads to the setting up of activities which would either facilitate stipulated learnings or which would be intrinsically educative. Activism has always been highly characteristic of the home economics program.

In the general education program the controlling purpose of home economics has been the development of intelligent insights and desirable attitudes toward personal living as involved in problems of food, clothing and home life, and the teaching of such skills as may be needed by girls and women. It seeks to encourage the formation of right habits in the use of food and clothing for health, to develop a basis for wise choices in purchasing home equipment and furnishings, and to promote desirable attitudes, habits and abilities in homemaking and home living.

In vocational education the controlling purpose is the preparation of students for useful employment in occupations related to the home.

Both aim to develop right attitudes toward the home and its work. Both aim to teach essential facts in relation to the activities of the home. Both aim to develop good habits of thinking and of planning. Both aim to teach essential skills and managerial ability in the conduct of the home. Both types of home economics have introduced into the school program education in child care and development and in family relationships adapted to the period of secondary education. In both general and vocational courses the emphasis is upon home economics for immediate as well as future personal use. Popular topics here are the girl's clothing and food, her personal budget, and the furnishing and care of her bedroom. The difference between the general and vocational programs is one of emphasis and intensity due to different time allottments, rather than to any fundamental difference in aim, content or method of instruction.

"The change in home economics education from the 'old' to the 'new' may be characterized as a shift from doing and production as an end to doing and production as a means to an end."[1] Thus under the old curriculum a girl might spend a term making a graduation dress or she might spend a series of ten lessons in the food laboratory on batters and doughs.

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[1] Binnie, Ruth, "Home Economics and the Rural High School", Journal of Education, September, 1948, Halifax, N. S., p. 249.

The new curriculum recognizes the fact that today a girl's clothing needs are comprised of intelligent selection of her wardrobe, its care, her share in the family budget, the selection of accessories needed for the ensemble and the construction of some simple garments. Again, when baked products are often purchases rather than baked at home, the girl's needs are not met by a sequential series of the detailed processes involved in their production and the skills required to make them.

The making of a dress and the preparation of batters and doughs may and probably will be found in the modern home economics program but the process of making the dress will be enriched by a study of the clothing needs of the girl, the cost and care of her garments, and the selection of clothing in terms of suitability of design, color and fabric. The process of making bread may be included as one step in the preparation and serving of a meal, as a means of demonstrating the action of yeast as a leavening agent or as an aid in acquiring standards for judging bakery products. In other words, except in intensive courses in clothing and foods which are primarily designed to develop skills, home economics utilizes practical activities as experience through which knowledge, appreciations and standards for judging products are established.

This changing emphasis in homemaking grew out of the

current demand for education in the intelligent consumption of commodities as well as in their production. Although the practical activities are still essential to homemaking, less actual sewing and cooking are carried on in the homes of many communities while the selection of food and clothing for the family looms large in the daily routine. The change in emphasis from production to consumption varies with the community and gives added significance to the need for teacher-pupil-parent planning of the home economics curriculum.

The appalling increase in the divorce rate points to the fact that more than housekeeping activities should be included in a program of education which seeks to stabilize the home. Family living depends upon personal interrelationships as well as upon the material needs of life. So acute has concern for the welfare of the home become, that, in the application of modern educational philosophy, much that was once in the field of home economics has now become the property of the curriculum as a whole. Thus health education frequently includes work in nutrition, child care, and personal, home and family hygiene. Units in the use of personal and family incomes, family relationships and vocational guidance are included in social science courses. In art, dress design and interior decorating are important sections of the programs generally offered.

Related activities are frequently utilized as a means of vitalizing the home economics program. The responsibility for the school lunch room, the health education program, and such aspects of the social activities of the school as party refreshments are frequently assigned to home economics classes. It is essential at all times in using related activities as a means of vitalizing home economics to evaluate them in terms of actual worth to the girls in the classes. The service rendered may be highly desirable, but it can be justified as part of the home economics program only on a basis of its educative value to the girls themselves.

Among junior high school students, home economics finds its best opportunity to contribute to education. One of the reasons for this is that home economics is often a required subject during these years and consequently reaches large numbers of students. The curriculum can be more flexible as college entrance requirements have not yet begun to control it. Students of this age are usually interested in activities connected with foods and clothing, with their personal appearance and with certain aspects of the home.

The purpose of home economics in the intermediate school is to teach students the fundamental facts connected with foods and clothing both for personal use and for the family and to develop in them an appreciation of their present share in homemaking and home living. Among the specific

objectives to be sought are: (1) to appreciate that nutrition is a definite factor of health, (2) to inculcate proper food habits, (3) to develop an appreciation of what is meant by a well-dressed person, (4) to acquire good habits of buying, (5) to acquire such information about foods, clothing and the home as may be reasonably expected to be within the comprehension of girls of this age level, (6) to develop skills and habits of workmanship and control of tools commensurate with the age and ability of the girls, (7) to develop habits of observation and self-criticism as a basis of judgment for the selection of food and clothing, (8) to stimulate an interest in the care of children through some elementary knowledge concerning them, (9) to suggest and direct ways of using leisure time, (10) to arouse an interest in the furnishings of the home, and (11) to give the girl an appreciation of her relationship to the family as a whole.

In the senior high school home economics has fared less well than in the intermediate school. The main function is to learn to contribute to worthy home membership. Some specific objectives are the development of (1) good health habits and attitudes, (2) right attitudes toward home and family life, (3) knowledge of processes carried on in the home, (4) a degree of skill in household activities commensurate with the present needs of the individual, (5) awareness of the importance of the family group in

society, (6) ability to save and spend the family income or individual earnings efficiently and intelligently, (7) ability and inclination to participate in different types of enjoyable and fruitful spare time activities.

Home economics education today is not so much a subject as a way of life. The courses given include a wide area of learning. While the accomplishment of skills is of importance, the greater emphasis is put upon the girl herself. By means of her acquired skills she is able to direct her own activities, to evaluate her own results, to work in co-operation with her group, to be a gracious, cheerful worker and to take responsibility for the job she starts. Home economics is directed to helping her become a valued member of her family.

CHAPTER IV

AN ANALYSIS OF HOME ECONOMICS EDUCATION IN CANADIAN PROVINCES

It has been shown that while there are many specific objectives in home economics education its basic purpose is the strengthening of the home. The present chapter will present a brief survey of courses of study in each of the Canadian provinces. The purpose will be to show to what extent the aims and objectives outlined in the course for each province agree with the aims expressed by leading educators as set forth in the preceding chapter. While the survey will deal mainly with aims and objectives, some attention will be given to time allotment, types of courses, credit value of courses and the grades in which home economics education is given.

The attention of the reader is directed to Appendix I: Sample Pages from Courses of Studies.

New Brunswick

"Homemaking education has as its ultimate large objective the improvement of personal living and of home and family life through providing an opportunity for youth and adults to study the vocation of homemaking.

"The homemaking curriculum is based upon such immediate objectives and activities as will provide training to enable the student to:

(a) Benefit from the opportunities for self development which a course dealing with personal and social problems can give.

(b) Formulate desirable ideals and standards in regard to personal living, and home and family life.

(c) Appreciate the worthwhile functions of the home.

(d) Learn the pleasure which can come from tasks well done for the welfare of family members.

(e) Understand the contributions of science, social science and art to solving the problems of personal living and of home and family."[1]

Home economics is taught in grades seven to twelve inclusive. The course is divided into sections for each grade on food, clothing and home care and management. Each section is divided into a number of units of activity which are specifically stated. The outline for each unit includes teaching instructions and a list of reference material. While a definite program is set forth, teachers are encouraged to modify it to meet the needs of the students and the community.

Nova Scotia

Courses in home economics are offered in grades six to eleven.

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[1] "Education for Home and Family Life", Department of Education, Fredericton, N. B., 1945.

The general objectives in grades six to nine are to develop a consciousness and interest in the problem of home living as they affect girls at this age level and to help pupils to become worthy home members. In the tenth and eleventh grades the main purpose is to establish high standards for personal and family life by:

"(a) developing attitudes which will ensure happy family relations.

(b) introducing good management of money, time, routine and leisure.

(c) teaching how to select, prepare and serve adequate family meals.

(d) inculcating the need for family members to share in and enjoy work and social activities.

(e) developing habits of good taste in purchasing clothing".[1]

The course of studies states definitely the projects to be covered in each year, together with the lesson content, student activities and reading assignments for each. In all grades home projects are highly recommended as a method of teaching.

Prince Edward Island

At the present time home economics is taught to only

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[1] "Course of Studies in Home Economics for Nova Scotia," Halifax, N. S., January, 1948.

a very limited extent in Prince Edward Island. Over eighty-five per cent of the schools are rural, one-department institutions giving instruction from Grades I to X inclusive and consequently are unable to carry a program in home economics. In the past instruction in home economics has been given only in two schools of Charlottetown and certain of the convent schools. With the appointment of a supervisor of home economics in July, 1948, plans are being laid for an extension of the home economics program in the educational system which, until properly organized, will be largely limited to short courses at the central Vocational School in Charlottetown.

Quebec

In the elementary schools a course in household science is given in Grades VI and VII. It is felt that a course in these grades is desirable from both practical and educational standpoints. As family members and future homemakers, girls of this age should be given training and experience in the fundamental activities of the home.

The objectives are:

"(a) to help the student to realize the importance of the formation of habits of good grooming and of caring for clothing.

(b) to help the student to develop skill in the stitches fundamental to simple constructive processes.

(c) to help the student to understand and to appreciate rules of nutrition and to encourage the establishment of good food habits.

(d) to help the student to become familiar with tools used in cookery and to develop the ability to prepare simple dishes."

The time allotment is one and one-half hours per week.[1]

In the secondary schools home economics is offered in Grades VIII to XI. In these grades the objectives are the same as those for the elementary school. Here the time allotment is two hours a week, to be divided into one period of forty minutes for lecture-discussion work and one period of eighty minutes for laboratory work. The course includes work in foods and nutrition, textiles and clothing, laundry, home management, home nursing, personal appearance and social relations and deportment. While suggested topics are provided in each section, it is recommended that all courses should be adapted to the needs of the community.[2]

Ontario

In the seventh and eighth grades home economics is an

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[1] "Syllabus in Household Science", Department of Education, Quebec, P. Q., 1948, p. 1.

[2] Ibid., p. 3.

optional subject with a time allotment of three hours a week. Its chief educational value is the development of a girl's natural interest in her home, together with the cultivation of desirable attitudes towards the privileges, duties and responsibilities of life in the home. Scarcely less important is the training in proper habits relative to personal appearance, care of belongings and conservation of health. Training in good taste in clothing and home furnishings is a further objective.[1]

In the high school home economics is required in Grade IX and is optional in Grades X, XI and XII. The general objectives are:

(a) to develop in pupils sound standards of living and an appreciation of the value of personal and social development.

(b) to develop in pupils good judgment and the power of critical and creative thought as applied to their immediate problems.

(c) to give pupils insight into and appreciation of the functions, values and ideals of normal family life in a changing society. The course should develop in the pupil a conception of homemaking as an undertaking in which all members of the family co-operate.

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[1] "Programme of Studies for Grades VII and VIII", Department of Education, Ontario, 1942, p. 116.

(d) to give pupils a working knowledge of procedures and an opportunity to participate in activities related to personal problems and management of the home.[1]

For Grade IX the theme is The Girl and Her Home. It is divided into units on personal appearance and deportment, clothing, crafts, the background of Canadian home life, home responsibilities, nutrition and health, and meal management. The Grade X theme is The Girl and her Family. Here the units are family relationships, clothing, crafts, care of the home, care of the pre-school child, and family meals. The Girl, her Home and Friends is the topic in Grade XI. It is divided into social relationships, textile arts, planning and operating the home, home care of the sick, care of the infant, nutrition and food and entertainment. The Grade XII theme is The Girl and the Community. Its subdivisions are community relationships, textile arts, consumer education, home mechanics, and goods and nutrition.[2]

It is suggested that the program should be arranged to meet the needs of the pupils and to co-ordinate the curricular and extra-curricular activities of the school and the community.

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[1] "Courses of Study, Grades IX, X, XI and XII Home Economics", Department of Education, Ontario, 1945, p. 3.

[2] Ibid., pp. 4 - 18.

Manitoba

"The major responsibility of the home economics program is to help young people to establish and maintain standards for wholesome family and community living. The ultimate goals of the homemaking program are the improvement of personal and family living. The pupil's experiences in the classroom must be based on the problems of people living in homes typical of the community. The course of studies must be flexible and the content and method of any particular unit of work must be adapted to the needs and interests of the pupils and to the material resources of the school itself and the homes in the community." [1]

The specific objectives of the course in home economics are:

(a) to stimulate an interest in the study of homemaking and to assist pupils to explore and evaluate their interests and abilities in this field.

(b) to develop fundamental skills in the construction and care of clothing and to develop standards for the selection of appropriate and becoming clothing.

(c) to develop ability in planning and preparing simple nutritious meals.

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[1] "Homemaking Course of Studies", Department of Education, Manitoba, 1947, p. 3.

(d) to teach the wise use of time, energy, materials and money as related to the health and welfare of the family.

(e) to develop ability to understand the factors that make for satisfying family and community life and to assist pupils to adjust themselves to social groups in the home, school and community.

(f) to help pupils understand the mental, emotional and physical development of the pre-school child and so enable them to work with, care for and guide small children.

(g) to stimulate an appreciation of the principles of elementary art and to develop some ability to apply them in the improvement of personal appearance and surroundings.[1]

Saskatchewan

"The Home Economics course in the elementary schools should be the centre for the home-life education for both boys and girls. It should in every possible way be correlated with the pupil's home life and also with the related subjects on the curriculum such as art, health, science, manual training and mathematics. The aim should be to develop independence, responsibility, satisfaction and pride regarding homemaking tasks, and the understanding and skills that will make for better home living. Situations and procedures should be such as represent the home situation in

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[1] Ibid., p. 4.

a setting as nearly ideal as possible. Every encouragement should be given to the pupils to practice in the home the procedures learned at school."[1]

Home economics courses are offered in Grades VII to X. The subject is optional in all grades. In the seventh and eighth grades the time allotment is two periods of one and one-half hours per week. In Grades IX and X four thirty-five minute periods are required and four credits are awarded for the course.[2]

Alberta

The primary purpose of home economics in the intermediate curriculum is the achieving of a satisfying and functioning philosophy of life with emphasis on personal and family living. The general objectives of the course are the development of attitudes, understandings, appreciations, and basic skills in all the functions of homemaking.

The recommended time allotment is one-half day per week. The integrated homemaking method of instruction is employed. The home economics laboratory is looked upon as a home centre. Here pupils work as a family group. Their learning is functional because it is accomplished in a realistic environment. The home-centre plan provides not

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[1] "Elementary School Curriculum", Province of Saskatchewan, Regina, Sask., 1947.

[2] "Program of Studies for the High School", Bulletin I, Regina, Sask., July, 1947.

only a setting similar to that of the home but also such situations as commonly arise in a home.[1]

Home Economics I and II are offered as optional subjects in the high school program. These courses require four thirty-five minute periods per week and carry four credits.

British Columbia

"The challenge of the aims and philosophy of education in British Columbia make it imperative that studies in home economics education give the student a well-rounded conception of the many responsibilities contributing to worthy home membership. The units, projects and activities suggested in the course of studies are based on the students' present needs, interests and home responsibilities. The emphasis is upon the development in the individual student of attitudes, appreciations and abilities to meet these present responsibilities and to gain some knowledge of the profession of homemaking."[2]

Several units of work are outlined for each year of the home economics course. They present material concerned with the various phases of homemaking and have been arranged to suggest a continuous programme beginning with Grade VII and ending with Grade IX. The course is planned for two

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[1] "Home Economics for Grades VII, VIII and IX", Department of Education, Edmonton, Alberta, September, 1948.

[2] "Home Economics for the Junior and Senior High Schools of British Columbia, Bulletin III", Revised 1941, Department of Education, Victoria, B. C.

lessons of eighty minutes a week or three one-hour lessons. It is suggested that teachers adapt the course to the needs of students in the community.

Courses in the high school are more specialized than those offered in the junior high school and are grouped around the various centres of home interests. Units on foods, clothing, home nursing, family relationships and child development are included in the course. Three courses are offered as electives in the field of science, each requiring five periods a week for two years and each carrying five credits per year. These are Home Economics A, (foods, nutrition and home management), Home Economics B, (clothing, textiles and applied art), and Home Economics CC, (a general course including foods clothing and applied art and made up largely of units or parts of units from the A and B courses).[1]

Basic Trends

While the work in home economics varies considerably across Canada certain basic trends are apparent. In the eight provinces in which courses of studies are provided, the main objective is the development of high standards of personal and family living. While flexibility in the course to meet the needs of the community and of individual students is

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[1] Ibid.

widely recommended, it receives special emphasis in the course outlines for New Brunswick and Quebec. The immediate needs and activities of students are recognized in the programs of New Brunswick, Nova Scotia and British Columbia. Consumer education and the development of good taste in the selection of clothing and home furnishings are among the specific aims of the programs in Nova Scotia, Ontario, Manitoba and British Columbia. In six of the provinces, Nova Scotia, Quebec, Ontario, Manitoba, Saskatchewan and British Columbia, the acquisition of skills is stated as a specific objective.

It will also be noted that while the same basic aim may appear in the courses of studies of two provinces, one program may indicate a deeper philosophy of homemaking than the other. The reader's attention is directed again to two quotations from the courses of studies for Nova Scotia and New Brunswick. In the course for Nova Scotia one of the basic aims is "inculcating the need for family members to share in and enjoy work and social activities." In the course for New Brunswick this aim is stated as "enabling the student to ... learn the pleasure which can come from tasks well done for the welfare of family members." The conception of homemaking in the Nova Scotia course as sharing and enjoying life in the home is higher and more inclusive than the idea of self-sacrifice which is implied in the New Brunswick course.

Although home economics is taught in grades ranging from six to twelve, the main emphasis upon the subject comes in the intermediate school. It is frequently a compulsory subject at this level.

In four of the provinces, Alberta, Ontario, Nova Scotia and New Brunswick, the integrated homemaking procedure is recommended as the method of instruction.

CHAPTER V

HOME ECONOMICS IN ALBERTA SCHOOLS

The aims and objectives of home economics in Alberta schools have been set forth in the preceding chapter. In the following pages the present situation in home economics teaching in this province will be surveyed with a view to determining the number of students receiving instruction in this field, the courses offered and the type of centre and equipment being used. The materials consulted will be the Annual Reports of the Department of Education and the file of Miss A. B. MacFarlane, Supervisor of Home Economics for Alberta.

A number of factors have retarded development of home economics in the province. One of these was the depression of the 1930's when a number of districts found it impossible to carry on the work in this field because of financial difficulties. Another was the teacher shortage created by the Second World War. Many school divisions wishing to initiate or expand home economics education programs are still unable to do so because of inability to obtain qualified personnel. Still another difficulty was faced by the smaller town and village schools where the enrolment was too small to warrant the setting up of a centre and the employing of a special teacher for this subject. The present trend towards centralization in school divisions is doing much to overcome the problem of providing all the optional subjects

including home economics.

Distribution of Centres

In Table II is shown the number and distribution of the home economics centres in Alberta in September, 1948.[1]

TABLE II

NUMBER OF HOME ECONOMICS CENTRES IN ALBERTA
September 1948

Cities:	
Calgary (Public Schools)	17
Calgary (Separate Schools)	1
Edmonton (Public Schools)	13
Edmonton (Separate Schools)	3
Medicine Hat	3
Red Deer	3
Towns and School Divisions	31
Centres on Circuits	71
Total	142

Circuits serve from two to six centres. There are at present twenty-three circuits in the province.

Seven centres operate night classes.

[1] MacFarlane, A. B., Supervisor of Home Economics, Department of Education, Alberta, Department Files, 1948.

In September 1948 sixty full-time and thirty-four part-time teachers were employed in the schools of the province.

Distribution of Students

In the fall of 1948 a total of 9691 girls were registered in home economics courses. Table III shows the distribution of these students according to grade or course.[1]

TABLE III

NUMBER OF STUDENTS REGISTERED IN HOME ECONOMICS COURSES
1948

Public Schools:	
Grade VI	136
Intermediate Schools:	
Grade VII	2122
Grade VIII	2513
Grade IX	2512
Total	7147
High Schools:	
Home Economics I	1144
Home Economics II	368
N Needlework	71
Fabrics and Dress I	320
Fabrics and Dress II	104
Fabrics and Dress III	17
Homemaking I	270
Homemaking II	71
Homemaking III	25
Arts and Crafts	18
Total	2408
Total in Elementary, Intermediate and High Schools	9691

[1] Ibid.

While there is no course of studies for home economics in the elementary schools, it is taught in two Grade VI classes in Calgary.

Of the total number of girls enrolled in the intermediate schools, 36.5 per cent are registered in home economics.

Credits

High school courses in home economics carry credit towards the high school diploma. The credit values of courses offered in the province are shown in Table IV.[1]

TABLE IV

CREDIT VALUES OF HOME ECONOMICS COURSES IN ALBERTA HIGH SCHOOLS

Home Economics I	4 credits
Home Economics II	4 credits
Needlework	3 credits
Fabrics and Dress I	8 credits
Fabrics and Dress II	8 credits
Fabrics and Dress III	8 credits
Homemaking I	8 credits
Homemaking II	8 credits
Homemaking III	8 credits
Arts and Crafts	8 credits

In the high schools one thirty-five minute period per week of instruction time is required for each credit carried by a course. Thus Home Economics I, which is a

[1] "High School Course of Studies, General Regulations," Alberta, 1948.

four-credit course, would require four thirty-five minute periods per week. In the intermediate schools one-half day per week is the usual time allotment.

The course in needlework may be taught by the home economics teacher. It may also be taken as a correspondence course under the Correspondence Branch of the Department of Education.

Rooms and Equipment

Until recent years the home economics room was generally located in the school basement. When older schools are being remodelled, the trend is to move the home economics centre to the ground floor. In new schools the home economics classroom is usually on the ground floor. Schools which are planned as community centres generally have the home economics room directly accessible from the outside or from the auditorium. In a few of the new composite schools, a separate wing contains the home economics and general shop rooms.

In most schools the home economics room is not used for other subjects. In a few cases where there are only a few home economics classes, the room is arranged in such a way that it can be used part time for other school subjects. Two schools in the province have cottages which are used as homemaking centres. A few others are located in buildings which were originally stores. In a few separate schools in the province, the kitchen of the convent or of the priest's house is used for classes. Former army or airforce buildings

have been converted into home economics classrooms at Red Deer, Wetaskiwin and Grande Prairie.

The type of equipment varies greatly from one centre to another. It is dependent on such factors as the courses offered, (i.e. whether it is being used for homemaking in the intermediate school or for Home Economics I and II in the high school), the number of years the room has been in operation, the number of students accommodated and the financial status of the district. While the larger pieces of furniture are generally purchased by the board, smaller items are frequently made in the general shop course or by the girls themselves as a part of their homemaking work. Some attempts were made to use surplus army equipment but as a rule the articles proved too large and heavy.

Most homemaking centres are divided, either by the arrangement of the furniture or by low partitions, into the following areas: kitchen, laundry, dining room, living room, sewing room and bedroom.

The majority of the kitchens are equipped with one range although the number varies from one to five. Of these, approximately fifty per cent are gas, thirty-five per cent coal and fifteen per cent electric. Refrigerators are provided in about thirty centres. Two-thirds of these are ice refrigerators; the balance are mainly electric, although one or two gas refrigerators are in use.

The laundry equipment in most of the centres consists of portable galvanized tubs and handwringers. A few centres have stationary tubs. Five or six centres are equipped with electric washing machines. While the majority of the schools now have running water, there are still a number where the water must be carried. In practically all centres electric irons are used.

The furniture in the dining area in most centres consists of a table, four chairs and a cupboard. Dishes and cutlery to serve at least four people are usually supplied.

Living room areas vary greatly. Many are equipped very simply with a table for serving tea, a few chairs and some book shelves. Half a dozen centres have chesterfield suites.

In the sewing area, the number of machines per class varies from one to twelve, three being the most common number. Of these, between ten and fifteen per cent are electric.

Practically every centre is supplied with a bed and bed linen. Most centres have a dressing table, frequently made by the girls.[1]

Most teachers make use of class projects such as furniture painting, slip covering and picture framing to make the home centre more attractive.

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[1] MacFarlane, A. B., Supervisor of Home Economics, Department of Education, Department Files. 1947.

Results of Two Studies in Alberta

The ultimate objective of home economics education is the development of the student towards high standards of personal and family living. In the accomplishment of this aim a wide variety of skills, knowledge, attitudes, appreciations and understandings are involved. To evaluate progress towards the attainment of the goals which have been established requires, therefore, a variety of measuring devices. These include the evaluation of the student's methods of work, finished products, personality development and acquisition of factual knowledge.

While it is conceded that there are certain intangibles in home economics education which do not readily lend themselves to measurement, one would expect that the student who has received training in this field in the schools would have a wider general knowledge of foods, clothing and home management than would the girl who has had no such training.

In an attempt to check this expectation a test was given to students in first year courses in the School of Home Economics, University of Alberta. Some of the students tested had had no previous school training in home economics while others held credits in from one to five courses. In Table V is given a summary of the results of this test.

While the number of students tested was too small to be statistically significant, the results are of interest in that they show a general upward trend in test results in

TABLE V

ANALYSIS OF ACHIEVEMENT OF FRESHMEN STUDENTS
ON GENERAL SURVEY TEST
SCHOOL OF HOUSEHOLD ECONOMICS, UNIVERSITY OF ALBERTA, 1948.

I. CLOTHING (Possible total score: 42)

Previous Courses	Number of Students	Range in Scores	Median Score
0	16	14-37	26.0
1	9	15-36	32.5
2	10	25-34	27.5
3	16	19-36	28.0
4 or more	9	24-35	31.0

II. FOOD (Possible total score: 89)

Previous Courses	Number of Students	Range in Scores	Median Score
o	14	23-48	40.0
1	11	24-54	40.5
2	9	28-52	39.3
3	19	24-59	41.5
4 or more	11	24-60	47.0

proportion to the amount of previous training.

(A copy of the test appears as Appendix II).

That ability in home economics is related to general intelligence is shown in the results of a test administered to 104 grade IX students in Edmonton schools during the month of February 1949. Classes were tested in H. A. Gray, King Edward, McCauley, Highlands, Oliver and Westmount schools.

The test used was Form II of the Minnesota Home Economics Test for Grade IX students. This test was developed by Clara Brown Arny with the assistance of graduate students

at the University of Minnesota and members of the advisory committee for the research project, "Effectiveness of Home Economics in Minnesota Schools". This study was sponsored by the State Department of Education and the University of Minnesota.

The test included questions in textiles, laundering, selection and construction of clothing, and home furnishing. Questions were of the objective type and the test was machine-scored. The time allotment on the test was approximately one hour.

In Edmonton schools scores on the test ranged from 22 to 51 with a median score of 34. The range in I. Q., based on the Laycock test, was from 77 to 137 with a median I. Q. of 104. The results of the test are summarized in Table VI.

In the state-wide test in Minnesota, the scores ranged from 24 to 49, with a median score of 39. The range in I. Q. based on Otis test scores, was from 80 to 145, with a median I. Q. of 108.

TABLE VI

ANALYSIS OF GRADE IX HOME ECONOMICS TEST
1949

I. Q. Laycock	Number of Students	Range in Scores	Median Score
120 or more	8	32-42	38
110-119	24	27-51	36
100-109	25	23-44	34.5
90-99	30	22-44	31.5
under 90	17	22-37	31

Possible total score: 78

A copy of the Minnesota Home Economics Test for Grade Ix is given in Appendix III.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The present study has attempted to answer the question, "To what extent is home economics education directed towards strengthening the homes of our land?" by considering the home economics situation in the intermediate and secondary schools in Alberta and elsewhere.

The history of home economics education on this continent reveals the fact that emphasis on education for home and family life receive its impetus from the work of Mrs. Ellen Richards and the other delegates of the Lake Placid Conferences. From these conferences developed the American Home Economics Association whose objective was the improvement of conditions of living in the home, the institutional household and the community. The federal government, recognizing the importance of the work, passed bills authorizing financial support for home economics education and the movement to include courses in the school programme spready rapidly.

In Canada development was influenced by practices in the United States. In the provinces in which the government provided financial assistance the growth was most rapid. The enthusiasm and generosity of three philanthropists and educators, Sir William Macdonald, Mrs. Hoodless and Mrs. Treble, gave impetus to the movement.

Changes in the social and economic situation which have affected the home have been reflected in home economics education. New inventions have changed the nature of work in the home. As the home no longer produces most of its needs, there is a demand for education in the intelligent consumption as well as production of commodities. The high divorce rate has made educators conscious of the need for training through the schools for greater stability in home and family life.

The changing character of general education has strengthened the position of home economics. The trends in general education which have affected home economics education are increased enrolment, rise of the intermediate school, growth of social functionalism, and the stress on individualization, integration, problem-solving techniques and activism. While home economics is offered in both general and vocational programmes, the aims, content and methods of instruction are similar.

Home economics is a way of life rather than a subject-matter course. Its fundamental objective is the improvement of personal and family living. The emphasis is on the student rather than the course. Through the acquisition of skills she is able to direct her own activities, evaluate results, work with others, take responsibility and become a valued family member.

Analysis of home economics courses in Canadian provinces reveals the main objective to be the development of high standards of personal and family living. The need for flexibility in the program to meet community and individual differences is stressed. In all parts of Canada, home economics education receives its greatest emphasis in the intermediate schools. While the integrated homemaking technique is the method of instruction employed in four of the provinces, there is evidence that in the other provinces the emphasis is on home economics education as a way of life rather than as a means of acquiring facts.

In Alberta schools development of home economics was retarded through the depression and the teacher shortage. The work is strongest in the intermediate schools where 36.5 per cent of the girls are receiving instruction in this field. In the high school the courses carry credit toward the high school diploma and matriculation standing. There is a wide variety in the type of room and equipment being used. In most cases the rooms are set up as homemaking centres.

Evaluating progress in home economics requires many devices. The testing program carried out indicates (1) that test scores tend to increase directly in proportion to previous school training, and (2) that general intelligence has a bearing on ability in home economics.

CHAPTER VII

IMPLICATIONS AND RECOMMENDATIONS

From the discussion of aims and objectives in home economics education, it will appear that the place of home economics in the educational program can hardly be overestimated. No other course in the school curriculum is so fundamentally related to the present and future needs of all girls.

While the number of students in home economics courses has steadily increased, we are still reaching only a little over a third of the girls enrolled in the intermediate schools in Alberta. In high schools the proportion of girls electing a course in home economics is even lower. If we consider the home the basic unit of our society, then education for home and family living becomes vital. To achieve our objective of strengthening the homes of our land through improving personal and family living, it becomes necessary not only to reach all the girls enrolled in our schools but also to institute a comparable course for boys. Such a course should go beyond the making of candy and hot cakes, sewing on buttons and darning socks. If the boy is to be guided towards better personal living and family membership his course must include some training in budgeting, consumer education, home planning and decoration, child care and the social ammenities which will help him to take his part as host in his own home.

The present study has also raised the question of the standards of achievement in home economics. While considerable variety exists in the courses offered and the methods of instruction used in the various provinces, we are working toward a common objective. If we could evaluate objectively and accurately the present situation across Canada, we could then attempt to remedy any weaknesses and unsatisfactory conditions brought to light. Widely accepted standards of achievement could be set up and backed by experimental evidence.

If such standards were available, a student's level of knowledge and proficiency could be readily ascertained. The need for such a move was emphasized in the test administered to first year students in the School of Household Economics at the University of Alberta. Of the student tested approximately one-fourth had received no previous school training in home economics. The remainder held credits in from one to five courses. The scores on the test ranged from 37 to 95. The problem of providing in a single course for the needs of a group of students varying so widely in experience and ability can readily be appreciated. If standards of achievement were available these students could be segregated into more homogeneous groups. Students showing superior ability might be given credit for courses from which they were exempted or those with marked deficiencies in this field might be brought up to college entrance requirements by means of an "A" course as is done

in other departments of the university. It would appear that this question is sufficiently vital to warrant further investigation.

In many branches of education we are beginning to recognize the fact that the need for training does not end with the formal school period. The importance of acquiring many skills and facts is not evident until the need for applying these skills and facts arises. Need for further information and training also arises out of new discoveries in all brances of science. As a result many types of extension service are being offered in the field of adult education.

A beginning has been made in adult education in home economics by offering courses to wives of service men attending university. These courses include consumer education, child care, sewing for children, home decoration and food preparation. The keen interest shown in these courses by the limited number of homemakers to whom they have been made available would indicate the need for extending this branch of adult education.

If our basic conception of home economics education as the improvement of personal and family living is sound we must not only extend it to include a much larger part of our school population but we must continue it beyond the formal school period.

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APPENDIX I

SAMPLE PAGES FROM COURSES OF STUDIES

1. NEW BRUNSWICK[1]

Grade VII CHILD CARE

LEARNINGS	ACTIVITIES	REFERENCES
What we need to know when we take care of children	Learn to help a child go to sleep quickly Learn to help a child play alone or with other children	"There's no place like Home" "It Runs in the Family"
Hospitality and Family Relationships	Planning a menu for a tea or party for mothers and teachers Making a market list	Use food models for building meals - Kitchen Wall Chart
Duties of a hostess	Arranging flowers Overseeing the housekeeping Brush up on manners, table setting and service Introduce guests Acquire grace and poise	A cover Sub-deb pages "This Way Please" "Cues for You" "Behave Yourself"
Co-operation in our homes	Make a list of all the things we could do at home for each member of our family	
Causes for disputes and jealousies in regard to divisions of work, teasing and other irritations	List problems that arise in sharing school, home and community facilities and discuss ways in which they may be shared fairly Make a plan to go to bed every night at 9:30 so we shall have time in the morning to make bed, tidy room and eat a calm breakfast.	

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[1] Education for Home and Family Life, Department of Education, Fredericton, N.B., 1945.

2. NOVA SCOTIA[1]

Grade VII FOODS AND NUTRITION

SUBJECT:
Breakfast: Quickbreads

LESSON CONTENT:
Principles of making a flour mixture. Using baking powder for a leavening agent. Muffin method of mixing. Use and care of oven for baking.

DEMONSTRATION:
Sifting and measuring flour. Making muffins. Serving and eating muffins. Using and caring for oven.
Experiment: Leavening action of baking powder.

PUPIL ACTIVITY:
Making and serving muffins.
Evaluating muffins.

3. QUEBEC[2]

TEXTILES AND CLOTHING

A	Grade VIII	Cotton
	Grade IX	Linen and review of cotton
	Grade X	Wool and review of cotton and linen
	Grade XI	Silk and rayon, review of cotton, linen and wool

B As well as a study of the style, design, color, etc. there should be in each grade a study of:
1. the importance and improvement of personal appearance.
2. personal clothing needs as related to the present wardrobe and consideration of cost in relation to family clothing needs.
3. the care of clothing.

In the construction of any article there should be investigation of:
1. the choice and preparation of material.
2. the use of commercial patterns
3. principles of fitting.
4. construction processes.
5. standards - application of

Note - Apply decorative stitches in all grades when possible.

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[1]Course of Studies in Home Economics, Grade VII, Nova Scotia, p. 7.

[2]Syllabus in Household Science, Quebec, p. 5.

Grade VIII Clothing projects:
- Sampler book - to be carried through all grades.
- Cotton blouse or smock.
- Skirt - cotton
- Red Cross work or knitting as supplementary work.

4. ONTARIO[1]

Grade VII

Successful Home Life
- Practice of everyday courtesies in the home
  - Good manners at meal times
  - Respect for the rights of others
  - Consideration and obedience to parents
- Care of Younger members of the family
  - Watchfulness over an infant
  - Methods of amusing a small brother or sister
- Helpfulness in the home
  - Care of personal belongings
    - Keeping one's room tidy
    - Making the bed neatly
    - Proper use of clothes closets and dresser drawers
    - Tooth brush, hair brush, combs, towels.
- Caring for pets

Study of Clothing
- Importance of personal cleanliness
  - Body, hair, nails, teeth
- Importance of good posture
  - Standing, sitting, walking
- Care of clothing
  - Clean, well-ioned, buttons, shoes cleaned
- Use of fundamental processes in construction
  - Laboratory uniform and bag
  - Gifts - soft toys, bib, child's pinafore, infant's coatee, etc.
  - Simple knitted articles
- Use of hand equipment and sewing machines
- Study of cotton materials used in clothing

5. MANITOBA[2]

Approximate per cent of time to be devoted to each area:

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[1]Programme of Studies for Grades VII and VIII, Ontario, 1942, p. 116.

[2]Course of Studies in Homemaking for Grades VII, VIII and IX, Manitoba, p. 2.

1. Foods and health - meal planning and preparation	33-1/3
2. Clothing - construction, care, selection	33 - 1/3
3. Personal and home management	10
4. Home and family relationships	5-1/3
5. Child care and development	10
6. Related arts and crafts	8

Area of Foods and Health:
Unit I Relation of food to health
II Helping prepare supper or lunch - the lunch box
III Meals for the family - breakfast
IV Baking unit
V Meals for the family - dinner
VI Friendly "get-together" for school or home - party food
VII Food preservation - canning, jelly making, freezing

Clothing:
Unit I Construction of simple cotton garment
II Construction of garment made of cotton or spun rayon
III Construction of woollen skirt

Personal and Home Management
Care of furniture and equipment
Invalid care and feeding

Home and Family Relations:
Child care and development

Arts and Crafts.

6. SASKATCHEWAN[1]

Grades VII and VIII

IV PERSONAL APPEARANCE AND SOCIAL BEHAVIOR

1. Grooming: Personal cleanliness; care of skin, hair, nails; use of cosmetics; clean well-pressed clothing; small repairs such as fastenings, thread breaks.

2. Courtesy: In school, home, shopping and other business transactions; use of telephone. Social situations: parties, duties of hostess, guest behavior, travel, introductions, etc.

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[1] Supplement to the Home Economics Course in Grades VII and VIII, Saskatchewan, 1947, p. 3.

3. Courtesy in boy and girl relationships.

4. Social responsibility: club procedures, taking part in organized community and school activities.

7. ALBERTA[1]

Grade VII

C. Personal Relationships

Specific Objectives:
1. To show that since people themselves are the most valuable element in life, harmony and good fellowship are important factors in everyday life.
2. To help the teen age girl solve her own problems of social living.
3. To develop an appreciation of the responsibilities of the Grade VII girl at school and in the home.

Understandings:
1. The importance of character development in daily life.
2. The value of friendship.
3. The necessity for each student to shoulder her own responsibilities.
4. The social graces.

Basic Skills:
Problems in personal relationship will differ with each school and classroom. It is hoped that each teacher (using the guidance technique) will try to meet the problems of her students with tact, understanding and sympathetic treatment.

List of Pupil Activities
1. Introductions
2. Dramatic presentation of the social graces
3. Panel discussions
4. Demonstrations

Evaluation:
Tangible evaluation will be most difficult even for the teacher in charge. It is hoped that an improvement in attitudes, ideals and attainments will be noted and that its effect will be an asset to the home, school and community.

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[1] Home Economics for Grades VII, VIII and IX, Alberta, 1948, p.13.

8. BRITISH COLUMBIA[1]

Unit I, Part 3, Grade VII

Project:
The Making of a Pot Holder

Topical Outline:
1. Construction:
   Size - Two outside covers 6" by 6"; one flannelette padding 6" by 6".
2. Materials - any cotton material from scrap bag.
3. Steps:
   Place the right sides of top and bottom together.
   Place padding on top with edges even on three sides.
   Pin and baste $\frac{1}{4}$" from edge on three sides.
   Stitch by machine inside basting.
   Remove basting and turn inside out; make sharp edge on stitching line and square corners.
   Turn in open side and baste four sides.
   Overhand open side.
   Quilt by machine stitching.
   Tie threads and sew on ring if desired.

Suggested approaches and procedure:
Show finished pot holder.
Demonstrate method of straightening material and of cutting.
Outline steps of procedure on the blackboard and present by demonstration.
This project offers opportunity for a measure of independence and drill in machine stitching.

Student Activity:
Cut pot holder from pattern drawn on under side of cloth.
Make pot holder following steps outlined.

Enrichment:
Make a second pot holder for a gift.

Illustrative material and references:
Three samples of pot holders showing stages of construction.

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[1] Home Economics for Junior and Senior High Schools of British Columbia, Revised 1941, p. 6.

APPENDIX II

SAMPLE OF TEST GIVEN TO FIRST YEAR STUDENTS IN THE SCHOOL OF HOUSEHOLD ECONOMICS, UNIVERSITY OF ALBERTA, 1948

Survey Test in Home Economics

A. Food.

Name Class Previous H. Ec. Training
Gr. VII ...
Gr. VIII ...
Gr. IX ...
H.Ec. 1 ...
H.Ec. 2 ...
Other training or experience ....

Complete the following:

1. The thickening agent in
   (a) custard is ...
   (b) white sauce is ...
   (c) blanc mange is ...

2. The most important leavening agent in
   (a) tea biscuits is ...
   (b) bread is ...
   (c) angel food is ...

3. Three ways of testing a cake to see that it is done are:
   (a) ...
   (b) ...
   (c) ...

4. The following terms are used in mixing ingredients: beating, folding, creaming, cutting, kneading.
   (a) The term used in combining sugar and butter in making a cake is ...
   (b) The term used in combining fat and flour so that the particles of fat are about the size of a pea and are coated with flour is ...
   (c) The term used in developing elasticity in dough is ...
   (d) The term used when stiffly beaten egg whites are combined in a mixture so as to retain as much air as possible is ...

5. Fill in the blanks:
   (a) A glass of milk contains approximately ... calories.
   (b) A slice of bread contains approximately ... calories.
   (c) There are ... level teaspoons in one tablespoon.
   (d) There are ... rounded tablespoons in one cup of water.
   (e) There are ... level tablespoons in one cup of flour.
   (f) There are ... cups in one pound of sugar.
   (g) There are ... cups in one pound of butter.

Underline the correct answer in the following:

6. Which of the following will best help to keep bananas from discoloring when they are used in a fruit salad?
   (a) salt (b) sugar (c) lemon juice (d) water

7. Baked custard is done when
   (a) it loosens from the side of the pan.
   (b) it is firm to the touch
   (c) it coats the spoon
   (d) a knife inserted in the centre comes out clean.

8. To make a salmon salad
   (a) toss together all the ingredients lightly just before serving time.
   (b) mix thoroughly with a wooden spoon just before serving time.
   (c) mix thoroughly with a wooden fork an hour or two before serving time and place in the refrigerator.

9. The mineral contained in yolks of eggs is
   (a) calcium (b) iron (c) iodine (d) sulphur

10. Which of the following foods should be increased in the diet of a person who is slightly anaemic?
    (a) lean meat (b) nuts (c) fish (d) pasteurized milk

11. Mild-flavoured vegetables should be cooked in
    (a) large quantity of water
    (b) small quantity of water

12. Carbohydrates are required by the body to
    (a) improve appetite
    (b) prevent goitre
    (c) provide energy and heat to the body
    (d) build and repair bones and teeth.

13. Cellulose is required by the body to
    (a) improve the appetite
    (b) regulate body functions
    (c) make good red blood
    (d) provide energy and heat to the body

14. Vitamin A is need by the body to
    (a) aid digestion of foods
    (b) prevent scurvy
    (c) aid vision and prevent night blindness
    (d) prevent rickets

15. The minimum daily requirement of milk for an adult is:
    (a) $\frac{1}{2}$ pt. (b) 1 pt. (c) $1\frac{1}{2}$ pt.

16. We dispose of garbage correctly when we
    (a) put it in the garbage pail
    (b) drain it well, wrap it in paper and place it in the garbage pail
    (c) put it in the stove to burn.

17. In setting a table, the serviette and silver should be placed
    (a) 1 inch, (b) 2 inches, (c) 3 inches from the edge of the table.

18. A hostess plans to serve tea to three people besides herself. In the space below list the articles she will need to set up the tea tray.

19. For the following luncheon menu sketch in the space below the cover as it should appear when the guests are ready to be seated and the first course is on the table.

Menu
Cream of Asparagus Soup
Stuffed Tomato Salad
Bran Muffins
Apple Sauce
Milk

20. In food preparation one must know how to judge a good product. Describe the following products under the stated headings:

(a) A Roast of beef:
Appearance ...
Color ...
Moisture content ...
Tenderness ...
Taste and flavor ...

(b) Raisin Pie:
Crust: Color,..
Texture ...
Filling: Depth ...
Consistency ...
Flavor ...

(c) Apple Sauce:
Texture ...
Consistency ...
Flavor ...

(d) Macaroni and Cheese:
Consistency ...
Tenderness ...
Flavor ...

(e) Tea Biscuits:
Size and shape ...
Surface ...
Texture ...
Color,...
Flavor ...

(f) Cooked Cereal:
Consistency ...
Flavor ...
Texture ...

(g) Cream of Tomato Soup:
Consistency ...
Appearance ...
Flavor ...
Temperature ...

(h) Baked Custard:
Appearance ...
Flavor ...
Consistency ...
Texture ...

(i) Green Salad:
Color and appearance ...
Texture ...
Temperature ...
Flavor and taste ...

(j) Blanch Mange:
Consistency ...
Texture ...
Flavor ...

B. Clothing

1. Indicate whether each of the following statements is true or false.

   (a) Rayon is essentially cellulose.
   (b) Retting is an important step in the production of cotton.
   (c) Wool is suitable for kitchen wear.
   (d) "Sea Island" is an important type of cotton.
   (e) Lengthwise threads in a piece of material are called warp threads.
   (f) Sanforized means color-fast.
   (g) Cold water is best to use for sprinkling clothes.
   (h) A starched apron stays cleaner longer than an unstarched one.
   (i) A V meckline is becoming to a girl with a long thin face.
   (j) A girl who of the "in between" color type should avoid tans and orange tones in her clothing.

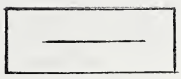
Insert the correct answers in the spaces indicated in the following questions:

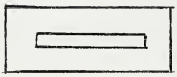
2. Various agents for removing spots and stains are listed below. Which is the best to use first in removing each spot or stain described?
   Agents: (1) boiling water (2) cold water (3) corn meal or talcum powder (4) bleach (5) liquid spot remover.
   (a) blood stains on a handkerchief ...
   (b) tea stain on a linen tablecloth ...
   (c) sewing machine oil on a wood skirt ...
   (d) iodine on a cotton wash cloth ...

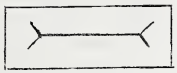
3. The following terms are used in the construction of garments:
   (1) binding (2) dart (3) facing (4) hem (5) pleat
   Which one is described in each of the following statements?
   (a) Used to remove fullness in a garment and stitched so that it tapers to a point. ...
   (b) Can be used to give fullness to a skirt. ...
   (c) Made by turning in the raw edge and fastening in place by hand or machine stitching. ....
   (d) Made by doubling the cloth on itself in a flattened fold. ...
   (e) An edge finished so that it shows on both sides of the garment. ....

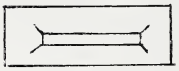
4. Some of the common seams used are:
(1) French (2) flat-fell (3) lapped (4) double stitched (5) plain.
Which would use for the following:
(a) underarm seam in a sheer organdy blouse.
(b) side seam of a skirt in a medium weight wool dress.
(b) crotch seam in flannelette pyjamas.
(d) joining skirt and waist of a cotton dress.

5. Which of these is the correct way to cut the opening for a bound buttonhole in a tailored silk blouse?
.... (Insert letter)

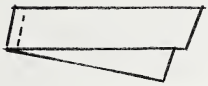
(a) 

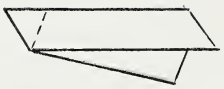
(b) 

(c) 

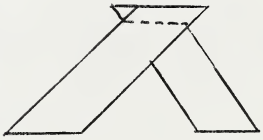
(d) 

6. Which drawing represents the correct way to join two strips of bias? ..... (insert letter)

(a) 

(b) 

(c) 

(d) 

7. Jane needs to buy a new dress for everyday wear during hot weather. She is sixteen years old and slightly overweight. She read the four following descriptions in a mailorder catalog.
(1) Striped cotton percale. Buttons down the front with pleats in skirt frton. Up-and-down stripes change direction to edge set-in pockets and sleeves.
(2) Pinafore dirndl in cotton with a wide shoulder look. Two ruffles taper into the snug bias waist band. Crisp white embroidery trims the front of the square neck. Waist buttons in back. Solid color.

(3) Cotton casual in a large plaid with notched collar. Slimming gored skirt. Two patch pockets, cut on the bias, trim the hip line.
(4) The soft look in a button front casual with pretty ripples of bias ruffles. Notched collar. Two pleats on each side of the skirt front. Woven checked rayon suiting.

Which dress would:
(a) tend to make Jane appear slimmer? ... (insert number)
(b) be the best dress for Jane to buy if she intends to launder it herself? ...
(c) be gay and youthful in appearance but look better on a more slender girl? ...
(d) be most convenient to have when she was in a hurry but would be hard to iron. ...
(e) tend to make her look larger but would give a tailored effect. ...

8. Marg. needs a new dress for office wear during the summer. She is quite slender. Which of the dresses described in question 7 would:
(a) emphasize her small waist line and make her shoulder seem wider? ...
(b) tend to make her look thinner? ...
(c) be most appropriate for an office dress? ...

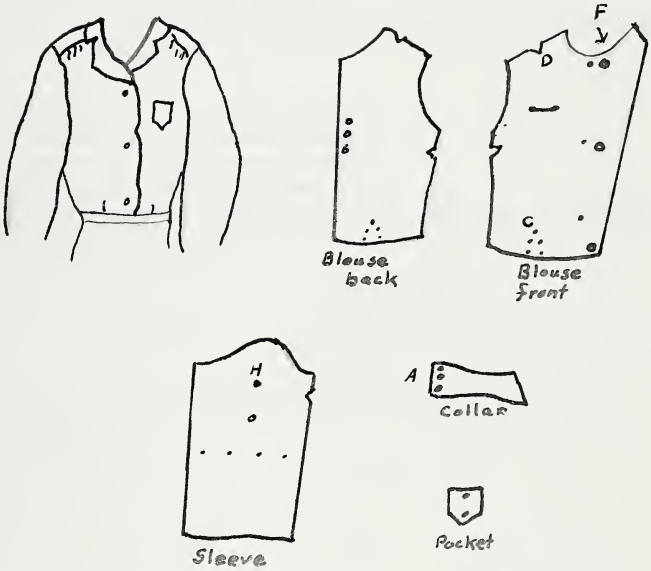
9. Mrs. Smith is shopping for a serviceable housedress. Which type of fabric would be best for her to buy?
(a) cotton gabardine
(b) cotton seersucker
(c) rayon gabardine
(d) voile
(e) rayon seersucker

10. Jean was making a dress with plain sleeves. When she pinned the sleeve in the armhole she found that the sleeve was about an inch larger than the armhole. What should she do?
(a) Cut the armhole slightly larger.
(b) Make the sleeve seam deeper.
(c) Make darts or tucks in the top of the sleeve.
(d) Ease in fullnessover the cap of the sleeve.

11. Mary is making a rayon dress with scallops down the front opening of the blouse. How should she finish the edge?
(a) Use a bias facing.
(b) Use a shaped facing.
(c) Use a bias binding around the scallops.
(d) Turn edge under and make a very narrow rolled hem.

12. Which of the following is the best order of work for inserting a plain sleeve?
(a) Finish both the underarm sleeve seam and the underarm seam of the blouse before joining the sleeve to the blouse.
(b) Join the sleeve to the blouse before sewing the underarm seam of sleeve and blouse.
(c) Sew the underarm sleeve of the blouse, join sleeve to blouse, then sew sleeve seam.

13. Blouse pattern.



In the blouse pattern
(a) A indicates
(1) That the edge of the pattern should be placed on a fold of fabric.
(2) That the pattern should be placed on the straight of the fabric.
(3) The seam allowance.
(4) An inverted pleat in the centre back of the blouse.

(b) D indicates
(1) A tuck is to be made
(2) A dart is to be made
(3) Gathers are to be made
(4) The pocket is to be placed here.

(c) F indicates
    (1) That a tuck is to be made here
    (2) The centre front
    (3) The line where the edge of the front is folded back to the wrong side.
    (4) The location of button holes.

(d) H indicates
    (1) That a tuck is needed
    (2) The centre of the sleeve
    (3) That this part of the sleeve should be joined to the shoulder seam.
    (4) That the pattern should be laid on the straight of the fabric.

(e) C indicates
    (1) Position of buttonholes
    (2) Gathers to be made here
    (3) Dart to be taken here
    (4) The pattern should be laid on the straight of the fabric.

APPENDIX III

SAMPLE OF TEST GIVEN GRADE IX HOME ECONOMICS STUDENTS, EDMONTON, 1949

Form II

151. Mrs. Jones bought a white blouse which was wrinkled and had to be pressed. Because she did not know what the fabric was made of she began pressing on the wrong side at the bottom. The iron stuck to the fabric. This showed that it was made of -
(a) linen
(b) acetate rayon
(c) viscose rayon
(d) aralac and viscose rayon

152. Mary's mother is shopping for a serviceable house dress. Which type of fabric would you advise her to buy?
(a) cotton gabardine
(b) cotton seersucker
(c) rayon gabardine
(d) voile
(e) rayon seersucker

153. Which of the following is the best method to use in marking a hem line? Put on the dress and measure a certain distance from the -
(a) lower edge of the dress
(b) waistline
(c) shoulder seam
(d) floor

154. Which adjustment needs to be made on the sewing machine when the upper thread lies along the top of the material?
(a) loosen the upper tension
(b) loosen the lower tension
(b) tighten the upper tension
(d) tighten the lower tension

155. Mary is making a rayon blouse with scallops down the front opening. How should she finish the edge?
(a) use a bias facing
(b) use a fitted facing
(c) use a bias binding around the scallops
(d) turn edge under and make a very narrow rolled hem

Items 156 - 159. In laundering garments and household linens, each of the following procedure is sometimes desirable to use.

Procedures

A. Roll in a Turkish towel until almost dry
B. Hang on a line to dry
C. Press or iron while very damp
D. Press or iron while moderately damp
E. Use a warm iron
F. Use a moderately hot iron
G. Use a hot iron
H. Press on the right side
I. Press on the wrong side

Which is the best method to use in laundering each of the following?

156. Linen napkin
   (a) D + G + H
   (b) A + G + H
   (c) D + F + I
   (d) D + F + H
   (e) A + F + H

157. Acetate rayon blouse
   (a) A + E + I
   (b) A + E + H
   (c) D + E + H
   (d) D + E + I
   (e) A + G + I

158. Checked gingham dress
   (a) A + F + H
   (b) B + D + E
   (c) A + G + H
   (d) D + F + I
   (e) D + E + I

159. Black cotton skirt
   (a) D + F + I
   (b) A + F + I
   (c) D + F + H
   (d) D + G + H
   (e) D + G + I

160. If a simple garment is to be made by stitching without basting, the pins should be placed -
   (a) parallel to the seam edge, with heads toward the sewer
   (b) parallel to the seam edge, with heads away from the sewer
   (c) perpendicular to the seam line, with heads toward the edge of the fabric

(d) perpendicular to the seam line with heads away from the edge of the fabric
(e) on a slant, with heads toward the sewer

161. While Ann was sewing the seams of a red spun rayon dress, her brother asked her to mend the knee of his overalls. In addition to changing the thread on the machine she should also -
(a) loosen the upper tension of the machine
(b) loosen the lower tension of the machine
(c) lengthen the size of the stitches
(d) shorten the size of the stitches

162. Which of the following pattern alterations would be best to use if a girl is long waisted?
(a) add need length at bottom of blouse pattern on both front and back pieces
(b) slash pattern horizontally between bust and waist line and spread needed amount
(c) slash pattern horizontally between shoulder and bust and spread needed amount
(d) use both methods (b) and (c) and spread need amount at each slash.

Items 163-165. Suppose that you were going to make a large bound buttonhold in the front of a blouse which has the edge turned back to form a facing.

163. When should the buttonhole be cut on the dress front?
(a) before the buttonhole binding has been applied to the dress
(b) after the buttonhole binding has been pinned, but before it is basted to the dress.
(c) after the buttonhole binding has been basted to the dress front, but before it has been stitched
(d) after the buttonhole binding has been stitched to the dress front.

164. How should the buttonhole binding be placed on the dress?
(a) The right side to the right side of the dress
(b) the wrong side to the right side of the dress
(c) The right side to the wrong side of the dress
(d) The wrong side to the wrong side of the dress

165. If No. 70 thread has been used in stitching a garment, which size thread should be used for the handmade buttonholes on it?
(a) 50 (b) 70 (c) 80 (d) 90

166. Which method would be best to use in altering the pattern for a long sleeve if a girl had a <u>short</u> although well-proportioned arm?
(a) Take a horizontal tuck between wrist and elbow
(b) Take a horizontal tuck between elbow and armhole
(c) Take two tucks as described in (a) and (b), removing half amount needed in each
(d) Cut off the extra length at the bottom of the sleeve.

In making a tailored dress like the illustration, which of the following would be the best order of work to use after the garment had been fitted?

167. <u>Procedures</u>:
A. Finish the neck
B. Join blouse and skirt
C. Insert slide fastener
D. Set in sleeves
E. Make bound buttonholes, except for finishing on the wrong side.

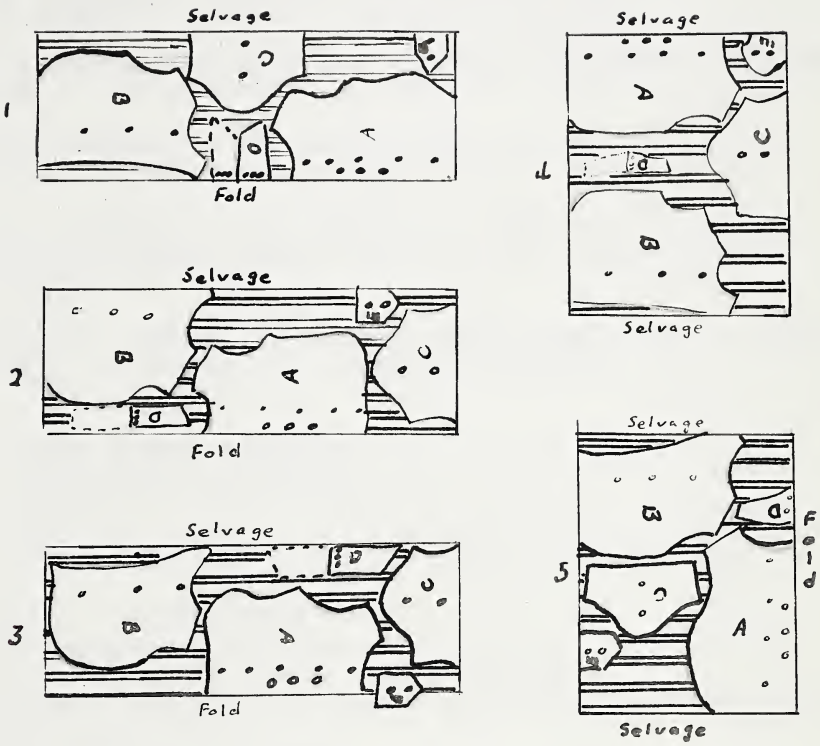
<u>Sequence of work</u>:
(a) A + B + C + D + E
(b) E + A + B + C + D
(c) A + E + B + D + C
(d) E + A + D + B + C

168. Which of the following is the best order of work for inserting a plain sleeve?
(a) Join both the underarm seam of the blouse and the sleeve seam before joining the sleeve to the blouse
(b) Join the sleeve to the blouse before sewing the underarm seam of blouse and sleeve
(c) Sew the underarm seam of blouse, join sleeve to blouse, then sew sleeve seam
(d) Use either method (a) or method (b) as described above.

169. Which of the drawings represents the best method to use in attaching a non-convertible collar to a dress?

Key: B - bias strip C - collar F - fitted facing

Items 170-177 refer to pattern layouts illustrated below.



Pattern Pieces:

A. Blouse back (with inverted pleat)
B. Blouse front and facing
C. Sleeve
D. Collar
E. Pocket

170. Which layout would require a seam down the center back of the blouse?

171. Which layout is poor because the stripes run slightly bias on the front of the blouse?

172. On which layout will the stripes in the collar run up and down at the back of the neck?

173. Which layout does not provide for a double collar?

174. Which layout leaves material which can be cut into the longest strips of bias for ruffling on collar and sleeves?

175. On which layout will the stripes run crosswise on the back of the blouse?

176. Which layout is the best if all strips are to run perpendicularly except those in the collar?

177. Which layout is the best if all stripes are to run perpendicularly except those in the sleeves and pocket?

Items 178-184. Which of the following seams would be most satisfactory to use in the situations listed?

Seams

(a) Cord (Twice stitched)
(b) Flat fell (stitched)
(c) French
(d) Lap
(e) Plain

178. Shorts - crotch seam
179. Joining blouse to skirt
180. Underarm seam in a wool gabardine dress
181. Underarm seam in an organdy blouse that buttons down the front
182. Armseye seam in a dress
183. Underarm seam in a cotton crepe nightgown
184. Sides of a front panel in a tailored skirt.

Items 185-191. Frances wears sweaters and skirts most of the time and she always looks well groomed and smart. Mark in column 1 the procedures which you believe Frances followed to keep herself looking so spic-and-span, and mark in column 2 those which she probably did not.

185. She hangs her sweaters on padded hangers
186. She hangs her skirts on clothes-pin hangers
187. She washes her own sweaters
188. She folds her seater and lays it in a dresser drawer as soon as she takes it off
189. She lays her sweater across a chair by the window when she goes to bed.
190. She has the tailor press her skirts instead of trying to do it herself.
191. She spend time each week in removing spots and mending her clothes.

Items 192-197. Peggy, who is a senior in high school, is much disturbed about the question of a graduation dress. Her family is large and any expenditures must be very carefully planned. An invitation to the Prom added to her problem because she knew that most of the other girls were getting two formal dresses. Mark in colum 1 each of the suggestions listed below which you believe might be a good idea and mark in column 2 each one which would not.

192. Use the same dress for the Prom and for graduation.
193. Refuse the invitation to the Prom.
194. Select as a home project the making of a party dress.
195. Plan with her parents ahead of time so that money would be available for buying a dress which could be made over for later wear
196. Get a job on Saturday to earn money to buy the two dresses and not plan to do any work at home.
197. "Borrow" money for a formal dress from a sum which had been set aside for a coat for her younger brother.

The following descriptions appeared in a catalog:

(a) Up-and-down stripes are smart in a classic summer suit of woven seersucker. The new long look in a 3-button jacket. Gored skirt has center front pleat. Short sleeves.

(b) Stripes are young and gay in a Junior Dress of woven chambray. They go around a fitted basque waist; up and down a full dirndl. It has a cool square neckline; three strips of crisp white eyelet trimming running around the waist and one around the hip line. Buttoned back from neck to below the waist.

(c) Solid color cotton Junior Dirndl. Crisp, white, pleated ruffling edges brief capped sleeves, goes around square neck and down dress front. Also accents two handy pockets on dirndl skirt. Button-front opening.

(d) A Mexican off-the-shoulder neckline with a gay ruffle. Smooth fitting waist, gored skirt. Buttons down back to below waist. Figured cotton.

Items 198-208. Louise needs to buy a new dress for office wear during the summer. She is 16 years old and slightly over-weight. Which garment would -

198. be suitable for an office, but would make Louise appear much larger?
199. be entirely unsuitable?
200. tend to make her appear slimmer?
201. be the easiest to put on, the coolest to wear?
202. be the best choice for her to make?

Items 203-208. Mary, who is quite thin with unattractive shoulders and small legs and arms, has earned money for a new dress. Which garment would -

203. be most likely to make her appear larger?
204. be most difficult to iron?
205. be unattractive on her?
206. help to make her appear larger, but a poor choice because of her small arms?
207. be the best choice for Mary to make if she expects to launder it?
208. give a tailored appearance, but would not help her to appear larger?

209. If you were planning to slip cover a chair and had been able to purchase a pattern for the slip cover, the next step after cutting it out (if it is to be joined with plain seams) would be to -
   (a) Pin it together right side out and fit
   (b) Pin it together wrong side out and fit
   (c) Smooth it out on the chair wrong side out and pin it together
   (d) Pin vertical seams together wrong side out and fit
   (e) Pin together wrong side out, and baste making the seams the depth indicated in the pattern.

210. Martha has had a coat dry cleaned and wants to protect it from mothes during the coming months when it will not be in use. Which of the following methods would be least effective?
   (a) Have cleaner seal it in a heavy paper bag
   (b) Place in a cardboard box and seal with gummed paper
   (c) Hang in a closet lined with cedar-treated paper
   (d) Sun and air the coat frequently
   (e) Pack in a box with moth balls or flakes

211. Soon after the Smiths opened their lake cottage they found the kitchen infested with ants which seemed to be coming in around the doorway. Mrs. Smith tried various remedies. Which do you think would probably be least successful in getting rid of the ants?

(a) rubbed the doorstep with a cloth soaked in kerosene
(b) sprinkled the doorstep with salt
(c) spread a film of grease over the surface of the cupboard for a few inches up from the floor
(d) placed on the floor near the doorway a low dish containing a mixture of sugar and borax.

Susie Miller has a rather small corner room with two windows. The walls are papers with a slightly textured ivory colored paper. For furniture she has a walnut Jenny Lind bed, a walnut dresser, a study table and a Windsor chair. She wants to "perk up" the room with some new furnishings and is considering the possibility of getting each of the five types of things listed below. In each case which would be her <u>best</u> choice?

212. Curtains -
(a) Rayon damask draperies
(b) Lace panels of ecru cotton
(c) Taffeta draperies
(d) Stamped coin cot marquisette
(e) Solid color cotton curtains of light weight fabric

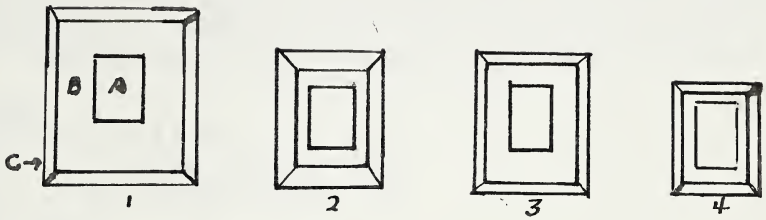
213. Bedspread -
(a) Gay Indian blanket
(b) A brocaded spread
(c) White chenille spread
(d) Quilted satin coverlet

214. Rug -
(a) Rose pattern congoleum
(b) Congoleum imitating oak
(c) Hooked rug
(d) Wall-to-wall carpeting

215. Dresser Scarf -
(a) Cotton lace
(2) Printed oilcloth
(3) Mexican printed toweling
(4) White or colored Indianhead with a border design

216. Decorative Objects -
(a) Bowl of ivy
(b) Bouquet of paper flowers
(c) Kewpie doll from the fair
(d) Piggy bank of white china with gay red roses

217. Jane needs a new frame for a picture. She plans to place the picture on a mat. Which of the frames illustrated below would you suggest that she buy?



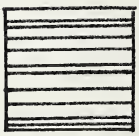
218. Mary is selecting paper for her room which is rather small with a north exposure and one window. In it she has a simple ivory enameled bed, a chest of drawers, and a chair. The draperies and bedspread are made of a gay red, green, and black fabric. Which of these wallpaper designs would be best for her to choose?

(a) Chalk white which bright green design

(b) Ivory with red roses and blue-green foliage

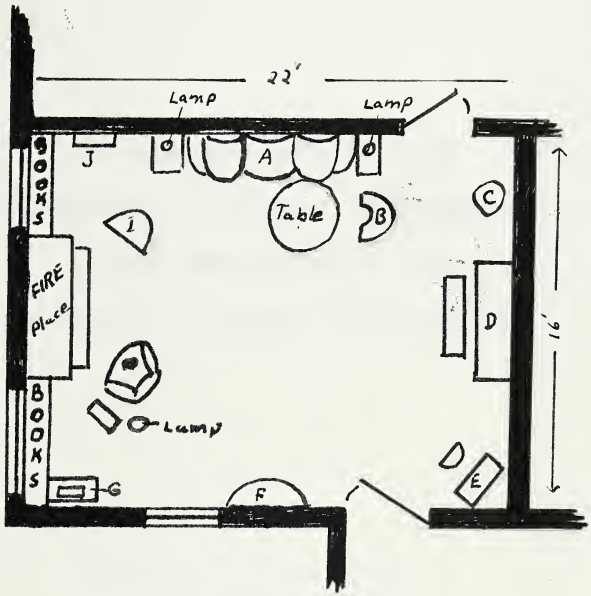
(c) Definite vertical stripes of green and soft gray

(d) Stripes of beige and yellow



Items 219-228. Mary is expecting a group of friends to come in for an evening in June. They expect to play the piano and sing and later to listen to the radio and make plans for a party. Mary does not like the way the furniture is arranged in the living room and has received her mother's permission to rearrange it. Which of the four decisions listed below would you make about each piece of furniture if you were Mary?

Decisions
(a) Leave it as it is
(b) Turn it to face another way
(c) Move it to another place in the room
(d) Remove it from the room.



Pieces of Furniture
219. Davenport A
220. Chair B
221. Chair C
222. Piano D
223. Desk E
224. Console table F
225. Radio (small one on table)
226. Chair H
227. Chair I
228. Music cabinet J

UNIVERSITY OF ALBERTA

CURRENT PRACTICES
IN HOME ECONOMICS EDUCATION

AN ABSTRACT OF A THESIS
SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION

BY

ALETHEA MAE STEWART

EDMONTON, ALBERTA

October, 1949

CURRENT PRACTICES IN HOME ECONOMICS EDUCATION

The problem in the present study was to consider the home economics situation in the intermediate and secondary schools in Alberta and elsewhere with a view to determining to what extent home economics education is directed towards strengthening the home and family. The study was centred in the aims and objectives of the home economics courses offered and the procedures employed in achieving them.

The procedure followed in gathering the data was to examine the periodical literature on home economics education, to consult the courses of study in home economics in the various provinces, to consult the files of the Department of Education of the Province of Alberta, and to carry out a testing programme in Grade IX classes in Edmonton schools and in first year classes in the Department of Household Economics at the University of Alberta.

In tracing the history of home economics education on this continent for the past fifty years, it was revealed that emphasis on education for home and family life received its impetus from the work of Mrs. Ellen Richards and the other delegates of the Lake Placid Conferences. From these conferences developed the American Home Economics Association whose objective was the improvement of conditions of living in the home, the institutional household and the community. The federal government, recognizing the importance of the

work, passed bills authorizing financial support for home economics education and the movement to include courses in the school programme spread rapidly.

In Canada development was influenced by practices in the United States. In the provinces in which the government provided financial assistance the growth was most rapid. The enthusiasm and generosity of three philanthropists and educators, Sir William Macdonald, Mrs. Hoodless and Mrs. Treble, gave impetus to the movement.

Changes in the social and economic situation which have affected the home have been reflected in home economics education. New inventions have changed the nature of work in the home. As the home no longer produces most of its needs, there is a demand for education in the intelligent consumption as well as production of commodities. The high divorce rate has made educators conscious of the need for training through the schools for greater stability in home and family life.

The changing character of general education has strengthened the position of home economics. The trends in general education which have affected home economics education are increased enrolment, rise of the intermediate school, growth of social functionalism, and the stress on individualization, integration, problem-solving techniques and activism. While home economics is offered in both general and vocational programmes, the aims, content and

methods of instruction are similar.

Home economics is a way of life rather than a subject-matter course. Its fundamental objective is the improvement of personal and family living. The emphasis is on the girl herself. Through the acquisition of skills she is able to direct her own activities, evaluate results, work with others, take responsibility and become a valued family member.

Analysis of home economics courses in Canadian provinces reveals the main objective to be the development of high standards of personal and family living. The need for flexibility in the programme to meet community and individual differences is stressed. In all parts of Canada, home economics education receives its greatest emphasis in the intermediate schools. The integrated homemaking technique is the method of instruction employed in four of the provinces.

In Alberta school development of home economics was retarded through the depression and the teacher shortage. The work is strongest in the intermediate schools where 36.5 per cent of the girls are receiving instruction in this field. In the high school the courses carry credit toward the high school diploma. There is a wide variety in the type of room and equipment being used. In most cases the rooms are set up as homemaking centres.

Evaluating progress in home economics requires many devices. The testing programme carried out indicated

(1) that test scores tend to increase directly in proportion to the amount of previous school training, and (2) that general intelligence has a bearing on ability in home economics.